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Bridging the Scientist–Practitioner Gap

Gary Latham

The Smothers Brothers have made millions of dollars with skits that revolve around one line: “Mom always liked you best.” Despite mom’s protestations to the contrary, everyone roars with laughter because it has the ring of truth. As the oldest child, we seldom had the opportunity to sit on mom’s knee; that privilege was usually reserved for the youngest. As the youngest child, we felt confined to mom’s knee while the oldest sibling was viewed by us as doing all the fun things. As the middle child, we wondered how the other two could justify their complaints. Not only didn’t we have many opportunities to sit on mom’s knee, we didn’t even have the opportunity to bask in the glow reserved for the first born. Life seldom appears fair.

The perceived favoritism SIOP/Division 14 shows towards scientists versus practitioners has existed since its inception. I heard about this bias repeatedly in the 1960s from my professors. Some academics continue to think that SIOP is becoming too practitioner oriented; we are straying from science and losing our rigor. Today some practitioners continue to feel that SIOP is becoming too academic; we are so concerned with the rigor of science that we are losing our relevance to society. Unlike the audiences for the Smothers Brothers, no one in SIOP is laughing at the perceived gap between our scientists and practitioners because this perceived bias has the ring of truth to it.

As a SIOP member who has worked full time as a practitioner for the American Pulpwood Association and the Weyerhaeuser Company, and full time as an academic for the University of Washington and the University of Toronto, and as the recipient of the awards from SIOP for Distinguished Contributions to Psychology as a Profession (1998) and as a Science (2002), I have strong views on this gap. We scientists need to view practitioners with a great deal of respect. It is the practitioner who uses our theories as frameworks for making predictions and designing interventions. It is we practitioners who make what we scientists do valuable in the eyes of the public. It is we academics/scientists who provide the theory and empirical data that enables we practitioners to differentiate ourselves in the market place from, and make ourselves invaluable to, decision makers in the public and private sectors. Unlike many professional consulting service firms, it is only we who are scientist–practitioners. As for mother SIOP, it is time to stop carping at her for at least 10 reasons.

1. Practitioners have been well represented in the critical role of president of SIOP. In the history of SIOP/Division 14, there have been 62 presidents of which approximately 29–32 were primarily practitioners.¹ In the recent past, Drs. Tippins, Macey, Hough, and McHenry, all of whom are practitioners, served SIOP in this role.

2. SIOP has a chair of Practice and a chair of Science. Both chairs lead a SIOP task force that takes ownership and responsibility for practitioner and scientist goals, respectively. They will soon take a more active role in updating the SIOP Web site with information of interest to our membership.

3. Many practitioners have played a leadership role in the planning of the SIOP annual meeting in the spring (e.g., **Stan Silverman, Bill Macey**). Last year's conference Program chair was **Steven Rogelberg**, an academic, this year it is **John Scott**, a practitioner. The practitioner content last year was 44% academic and 56% practitioner, not including posters. Forty-nine percent (49%) of all sessions were relevant to both academics and practitioners.

All or almost all of our workshops the day prior to our annual meeting are conducted primarily for practitioners. Many of the presenters are academics.

4. Our fall conference, established by Past President **Leaetta Hough**, a practitioner, focuses primarily on, and is attended largely by, practitioners. The presenters include both academics and practitioners.

The workshops, annual spring conference, and annual fall conference enable us to stay current, continue our education, and connect with others.

5. Our new journal, *Industrial and Organizational Psychology: Perspectives on Science and Practice*, is well balanced for and well received by our academics and our practitioners. The first editor was an academic, **Paul Sackett**. Replacing him as editor is a practitioner, **Cindy McCauley**.

6. Similar to the *Annual Review of Psychology*, SIOP has a forthcoming annual review of best practices. The title has yet to be finalized. This series, to be published by APA, will be written in a style readily understood by the public. Our goal is for SIOP to become the source for evidence-based management. Evidence-based management will be the president's theme track, Thursday, in New Orleans.

7. The current chair of Practice is **Deb Cohen**, the chief knowledge officer of SHRM. She and Past President **Nancy Tippins** are well on their way to making SIOP the source of evidence-based management for SHRM's 250,000 plus members. The president of SHRM will address us in New Orleans, Thursday, on the importance of transferring science to practice.

8. Recognizing that symbols are important, the closing speaker at our inaugural 3-day spring conference was Tony Rucci, a practitioner and currently an executive in residence at Ohio State University. This year our closing speaker will be Steve Kerr, formerly an academic at the University of South-

¹ I say approximately because how should we categorize **Wally Borman**, a stellar academic and a stellar practitioner?

ern California, subsequently the vice president of Leadership Development at General Electric, and currently the chief learning officer at Goldman Sachs.

9. SIOP has formed a visibility committee, chaired by **Chris Rotolo** (Pepsico). They hired a professional marketing agency to aid them in developing SIOP's brand and making that brand known to the public. Among their accomplishments this year were two published articles in SHRM's magazine (Graying Workplace and Religion in the Workplace) an article in *APA Monitor* (Employee Retention), and two articles in IPMA-HR's magazine (Executive On-Boarding and Capturing Boomer Knowledge).

10. We are currently increasing the visibility of I-O psychologists to the public and simultaneously creating a new revenue stream for SIOP through partnerships with business schools. Since the 1960s business schools make sizable profits year after year teaching managers through their executive education programs. Managers want behavioral science principles, explained to them in memorable ways, that will enable them to increase their value in the marketplace. The executive programs that are well attended are not those that focus on finance, accounting, or even marketing. The big draw is the subject matter we in SIOP research and practice. Hence, what organization is more capable of teaching the subject matter that they want than SIOP? SIOP is the one organization in North America with practitioners who have years of experience applying rigorously developed behavioral science principles to organizational settings. It is we who have the knowledge and experience managers want.

How can SIOP take advantage of this situation? Today's business schools are well-oiled money machines. SIOP as yet cannot compete with them; SIOP can join them. Our 2007 fall conference was on innovation and creativity. To demonstrate empirically how easy it is for SIOP to generate a meaningful new revenue stream, I asked SIOP and the Rotman School of Management at the University of Toronto to partner in adapting this topic for managers. In October, 2008 we charged \$1,000 per advanced registrant, \$800 for alumni, and \$1,200 for those who registered the day of the event. SIOP divided the profits evenly with the University of Toronto's Rotman School of Management. SIOP earned more money than we did at our fall conference. We are now seeking additional partners to present this topic so that SIOP will be seen and be heard by the public in city after city. We will do likewise with this year's fall conference topic, executive coaching. As scientist-practitioners, we can and we will position SIOP as the leading source of evidence informed practice for the public and private sectors. The high standards that we communicate and the concomitant good will that this will create will make SIOP their "go to organization of choice."



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I-O Psychologists at the Leading Edge of Evidence-Based Management

Denise M. Rousseau*
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I heard a story last week that makes me think that “evidence” is in the air. After a storm blew a tree over, a local horticulturist came by to take a look. She noticed a broken branch and said it should be sawn off. But don’t paint over the “wound” like home gardeners sometimes do, she said. Studies indicate that it can harm the tree. Well, it looks like people who care for trees can use evidence, so perhaps it is not too far-fetched that anyone working with people might too.

At our 2008 convention in San Francisco, President **Gary Latham** announced SIOP’s initiative to promote evidence-based management (EBMgt). First I will tell you about EBMgt, its role in the 2009 meetings, and then other EBMgt activities at SIOP.

For the past 2 years, academics and practitioners, including SIOP members, have participated in an informal Evidence-Based Management Collaborative to develop and promote evidence-informed practice in the fields of management and organizational psychology. (The Collaborative includes Richard Adams, Jason Azuma, Jean Bartunek, Tima Bansal, **Gerard Beenen**, **Rob Briner**, David Denyer, Judith DePalma, Jody Goodman, Darlene Houle, **Mark Fichman**, **Michael Frese**, Bob Ford, **Andy Garman**, **Bob Greene**, Severin Hornung, Gary Latham, Ravi Madhavan, Pietro Micheli, **James O’Brien**, **Jone Pearce**, Denise Rousseau, **Sara Rynes**, Sim Sitkin, Jayne Speicher, Christopher Woock, John Zanardelli—and is always open to new participants.) The Collaborative has worked to develop a shared understanding of EBMgt and its implications for the three critical constituents: practitioners, educators, and scholars. Evidence-based management (EBMgt) means making organizational decisions based on scientific and practice-informed facts, in conjunction with professional judgment and ethics. For practitioners, it involves learning how to obtain and use the best available evidence to inform their decisions and develop effective organizational practices. For educators, it entails building courses and a broader curriculum around up-to-date scientific knowledge, emphasizing validated principles rather than war stories, conventional wisdom, or I-O psychology’s version of Piltown Man, Maslow’s hierarchy of needs. It means preparing students for the activities required of them throughout their careers to master evidence-based principles and to keep their knowledge current as new scientific developments emerge. For scholars, it means working with practitioners and educators to identify critical questions and conduct systematic reviews to assemble the full body of relevant research in order to provide evidence-based answers and guides to implementation.

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EBMgt: The Thursday Theme Track in New Orleans

The first visible sign of SIOP's EBMgt initiative is our next conference's Thursday Theme Track on April 2, 2009, a full day of EBMgt-related presentations, tutorials, and panel discussions. Along with others in the design committee, Rob Briner, Jodi Goodman, Bob Greene, James O'Brien, John Scott, Jayne Speicher, and Sara Rynes, I want to encourage your participation in this highly interactive EBMgt conference within a conference. Joining us at SIOP on Thursday is a great way to become involved in this emerging movement engaging scholars, practitioners, and educators in closing the research-practice gap. I-O psychology, with its large placement of discipline-trained professionals in industry, has long been an exemplar of how science can influence management practice. Nonetheless, more work still is needed to promote the broader use of scientific evidence in organizational decision making. Moreover, though researchers in SIOP are largely engaged in applied psychology, practitioners and educators do not always know what the research says and how it might relate to their decisions or teaching. It is not clear that this is just a communication or access problem. One issue we will address are how to promote more science-informed management education and practice. Improving the uptake of science in organizational practices is more than a communication problem of how scientists talk with practitioners. It requires a fresh approach that links scholars, practitioners, and educators in new ways.

Anthony Kovner provides the opening keynote as an influential founder of the evidence-based management movement. He will help us understand how I-O psychology can learn from the experience of other evidence-based movements. **John Boudreau** with his deep knowledge of management decision-making practices then describes how principles of I-O psychology can be inculcated into the decision models and concepts contemporary managers already use. Evidence-based practice is more than benchmarking and best practices, it means mindful decision making to design effective processes for recurring and novel decisions managers and other practitioners make. John Boudreau will describe some of the recurring decisions where I-O psychology has the broad opportunity for informing and improving practice along evidence-based principles. Practitioners extend the issues raised in these keynotes from the perspectives of their own consulting work. These participants include Robert Greene, RewardSystems; Jayne Speicher, Pradeo; Marcus Champ, Main Roads; and others. Rob Briner and David Denyer will provide a tutorial on how to conduct synthetic reviews. EBMgt practices depend on access to and dissemination of cumulative evidence. Synthetic reviews play a central role in evidence-based practices. Related to, but not to be confused with meta-analyses, synthetic reviews are a means of summarizing a body of scientific evidence to answer a practice question. Synthetic reviews go beyond meta-analyses, including studies using diverse methods (qualitative and quantitative) to address conditions of use, contextualization of find-

ings, and future applications. Teaching I-O psychology and related management topics from an evidence-based perspective has a distinct paradigm, based upon extensive research on learning and transfer. Experienced EBMgt teachers, including James O'Brien, Jodi Goodman, and myself, will address effective approaches to teaching I-O psychology and organizational behavior via development of critical thinking, learning goals, and their evaluation, focusing upon key research-based principles and active practice. Lastly, a special keynote address by SHRM President Laurence (Lon) G. O'Neil, describes the implications of EBMgt as seen from the world's largest human resource management association (250,000 professionals in 130 countries).

Science You Can Use: A New SIOP Annual Series

SIOP will begin publishing an annual series, *Science You Can Use*, planned for 2010. The practitioners and students in professional programs are the intended audience. *Science You Can Use* seeks to promote informed uses of evidence by practitioners who know that evidence comes from a body of research, not a single study. Each chapter written in plain language reflects the findings of existing meta-analyses or other systematic treatments of findings from a body of studies. Know that evidence comes from a body of research, not a single study.

Chapters are both solicited and based on proposals authors submit. Each individual chapter in *Science You Can Use* will include the following:

- A question or set of questions of interest to practitioners
- Answers based upon existing meta-analyses or other evidence-based summaries of all relevant research. These answers may typically take the form of scientific principles, that is, general statements of knowledge that are widely applicable.
- Action guides advising how these principles might be applied and conditions of their use, including task strategies, performance routines, and protocols with demonstrable effectiveness in an applied setting. These guides provide procedural knowledge that can be aid users in their own actions and in designing solutions appropriate to their particular settings and circumstances.
- Illustrations of successful and nonsuccessful use that can inform change strategies and supporting critical-if-neglected conditions to ease the uptake of evidence-based practices (or counterindicators).
- Plain language writing.
- We also invite authors to contribute systematic reviews that detail the features above but include a full-scale comprehensive review of a body of evidence in answering a practice question.
- Typical chapters are approximately 25–30 pages of text. Review syntheses are longer.

Scientific knowledge typically reflects discoveries of fact, general truths broadly evident (sometimes called declarative knowledge). It also can include procedural knowledge, task strategies that aid the successful application of declarative knowledge. Scientific facts are uncovered, procedural knowledge is created. It comes from learning what works and what doesn't in particular environments and conditions of use. I-O psychology research in some cases actually creates procedural knowledge. Justice research is a case in point, particularly in its focus on strategies for promoting fairness in the workplace via procedural, information, and interactive justice. Basic justice principles related to equity were established decades ago, allowing attention to actual implementation. As other domains in the field mature, we can expect an expansion of research that creates procedural knowledge. One goal of this series is to encourage attention to and dissemination of procedural knowledge helping practitioners put scientific evidence to use.

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SHRM and SIOP

Mission Focused: Serving HR and I-O Professionals

**Deb Cohen, Chief Knowledge Officer
Society for Human Resource Management**

SIOP Note: This article has been submitted, by request, to The Industrial-Organizational Psychologist (TIP) for publication. (November 2008)

The Society for Human Resource Management (SHRM) is the world's largest association devoted to human resource management. The Society serves the needs of HR professionals and advances the interest of the HR profession. Founded in 1948, SHRM has more than 250,000 members in over 142 countries, and more than 575 affiliated professional chapters and 400 student chapters. SHRM is the largest association dedicated to the HR profession in the world. SHRM serves the needs of the human resource profession by providing thought leadership to executive-level HR professionals and comprehensive HR and business learning resources designed for professionals at all stages of their careers. In addition, the society is committed to advancing the HR profession by ensuring it is recognized among business leaders, executives, academicians, and thought leaders as an essential and strategic partner in developing and executing organizational strategy.

"The Society for Industrial and Organizational Psychology (SIOP) is a Division within APA that is also an organizational affiliate of APS. The Society's mission is to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of industrial-organizational psychology."¹

Common Goals

Toward this end and according to the SIOP Web site, SIOP supports SIOP members in their efforts to study, apply, and teach the principles, findings, and methods of industrial-organizational (I-O) psychology; provides forums for I-O psychologists to exchange research, insights, and information related to the science, practice, and teaching of I-O psychology; identifies opportunities for expanding and developing the science and practice of I-O psychology; monitors and addresses challenges to the understanding and practice of I-O psychology in organizational and work settings; promotes the education of current and future I-O psychologists; and promotes public awareness of the field of I-O psychology.

SHRM's strategy is driven by its mission and operationalized into five strategic objectives. These objectives form the framework within which all of SHRM's work is organized. Specifically, the goals focus on advancing the profession (ATP), and serving the professional (STP).

¹ Quoted directly from the SIOP Web site.

In order to advance the human resource profession, SHRM will (a) set the agenda for the HR profession and (b) ensure HR is recognized for its contribution to business success. In order to serve the needs of the human resource management professional, the Society will (c) provide comprehensive information and tools to HR professionals to enable them to make informed decisions; (d) help HR professionals develop their knowledge, skills, and careers; and (e) be the recognized community for exchanging ideas, developing professional relationships, and increasing HR knowledge.

The two organizations, both guided by mission, have a like-minded focus on outcomes that benefit the profession. Consequently, working together on certain initiatives makes sense and provides myriad opportunities for collaboration.

Working Together for the Benefit of All

So why are SHRM and SIOP working together on some joint initiatives? Why do our two organizations think that forging strong relations will help our two professions? What are our differences and what are our similarities?

SHRM and SIOP share a common goal of wanting to positively impact the workplace and of believing that our professions add strategic value to organizations. SIOP, based on discussions with folks like **Gary Latham**, believes that the science behind what I-O psychologists do can add value to the practice of HR. It is SIOP's desire to work more closely with SHRM and HR professionals to find ways to practically apply I-O science to business. Based on my more than 8 years of working with SHRM (and more than 20+ years of membership), I believe SHRM and its members will benefit from understanding the practical application of I-O drivers behind HR practices. This common belief in the value of science for practice has created a number of positive dynamics over the past several years.

The value of evidence and its influence on practice. SIOP and SHRM both believe that in these challenging economic times, there is an even greater need to be strategic in our decisions and in the execution of our organizational strategies. Business success hinges on the successful application of human resource initiatives and can be further enhanced by I-O research and science. Given that SIOP and its members seek opportunities to better integrate their research in the business and HR communities and that HR professionals are among those who develop and execute strategy within organizations, it makes sense that our two organizations would combine efforts to support one another.

Raising awareness. Visibility of SIOP members to a 1.3 million plus HR professional population is as important to SIOP as understanding the scientific value of research to practice is for SHRM's ¼ million members. And visibility of SIOP members to a 1.3 million plus HR professional population is as important to SIOP as HR having access to new HR thinking and practices, which they can integrate in their existing strategies.

The question remains: How do we hope to raise awareness for I-O science and make it relevant to HR and business?

Through Gary Latham's leadership—and persuasion—a group of SIOP members has been formed to accomplish the following objectives, organized and guided under the tutelage of **Nancy Tippins**, who chairs the group:

- Make the science of I-O psychology accessible to SHRM members
- Seek methods to make I-O psychology relevant and applicable to the HR and business communities
- Guide SHRM members in evidence-based HR practice
- Enhance the visibility of I-O psychology as a profession

In inviting participants to join the “SIOP Science for HR Board,” Nancy stated that “SIOP will develop materials about a topic that will be published and distributed by SHRM to its membership. We hope to produce four articles per year that address what we know and *how* what we know is relevant to the practice of HR. The articles will be easy to read and highly accessible to HR professionals.” SHRM has the capacity to get these articles in front of a huge audience, and our expectation is that SIOP has the capacity to prepare the articles in a user-friendly and meaningful way for practitioners to understand and apply key themes in the workplace. The group has already begun identifying topics, and once the list is prepared, SHRM will prioritize the topics to reflect current needs indicated by market research with the SHRM membership.

Next Steps

In addition to the group chaired by Nancy Tippins, Gary Latham has also tasked me with chairing the Professional Practice Committee of SIOP, and I am working with a dedicated committee of folks who are pursuing a variety of initiatives that will enhance the practice side of SIOP and bring SHRM and SIOP closer together. For example, there is a group that is exploring the creation of a presentation focusing on the value of science to practice. The presentation can then be made available to a cadre of presenters and made available to groups such as local SHRM chapters, chambers of commerce, and other public-facing organizations that may be interested in highlighting how I-O science can be better integrated with HR and business.

SHRM has exhibited at the annual SIOP conference for the past 3 years, offering content and teaching materials and discounted memberships; we intend to continue this practice. The SHRM Foundation has reached out to SIOP members offering funding opportunities as well as content and teaching resources. The society believes that HR is a critical part of business strategy and that every HR professional must possess business acumen. More effectively linking science with business and HR practice will be helpful in supporting HR's strategic contribution to organizational excellence.

Helpful too, especially to SIOP members, may be an opportunity to meet and interact with SHRM's members. Many opportunities exist, but perhaps the best two places to converse with HR professionals about this would be SHRM's annual conference held in June and SHRM's Strategy Conference

held in the fall. We welcome SIOP members to join us, not only for professional development sessions and the opportunity to engage with practitioners, but also to connect with content developers and service providers in the exhibit hall. Many of these organizations influence the future of HR practice and strategy via the products and services they provide. They too can benefit from the science and evidence I-O psychologists bring to the practice of HR.

Lastly, through SHRM's Academic Initiative, we seek to create content in the form of cases and learning modules to be used in HR classrooms. We are developing cases that provide an opportunity to infuse the outcomes of science into the practice of HR—and in so doing, acquaint future HR practitioners early in their career with the benefits of evidence-based management. These cases may also be used by consultants working with HR professionals and line managers within organizations.

The future is bright, and many opportunities exist to get involved.



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Laying Down the Law: Engaging Industrial-Organizational Psychology Undergraduate Students on Employment Legal Issues

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**Travis Tubré
University of Wisconsin-River Falls**

**Shawn Post-Priller
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Few would argue that a topic of great importance within I-O psychology involves legal issues in the workplace. Indeed, there is evidence that such knowledge can have tremendous value. For instance, Erffmeyer and Mendel (1990) reported that former I-O psychology master's students indicated that having a course on legal issues was the second most useful factor in obtaining a first job. It is no wonder, therefore, that graduate curricula in I-O psychology typically involve some degree of coverage of the legal basis for employment decision making, with one-third of programs reportedly offering an entire course devoted to such issues (Vodanovich & Piotrowski, 2000).

The importance of legal knowledge concerning the workplace, however, is not limited to graduate students. The majority of college graduates who enter the workforce hold bachelor's degrees. In addition, for many undergraduate students (especially psychology majors), an introductory I-O psychology course may provide their only exposure to employment law. Thus, instructors in these courses have a singular opportunity for impact and can do their students a distinct service by providing expanded coverage of employment law. There is a concern, however, for many instructors in keeping current with the legal literature (Vodanovich & Piotrowski, 2000). In addition, considering the vast amount of information that instructors must cover in the typical I-O psychology course, there is only a limited amount of time that can be devoted to legal issues. As such, it is important to maximize the transfer of this information.

Thus, our purpose here is twofold. First, we provide suggestions for ways to increase learning and retention of employment legal issues. In an effort to "practice what we preach," our tips focus on training transfer and retention strategies identified as effective in the empirical I-O psychology literature. Second, to aid instructors in their implementation of these strategies as well as reduce the amount of time they must devote to following our strategies, we provide specif-

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ic examples from a variety of popular textbooks used for teaching undergraduate I-O psychology courses in terms of how legal issues are covered in the texts and how they empirically support the various transfer and retention strategies.¹

Transfer and Retention Strategies

We begin with a brief review of the literature on training transfer and retention based on extant I-O psychology literature. Whereby this is an overview and not an empirical piece, we selectively focused on review pieces that aggregate findings from the literature at large. In that vein, Machin (2002) provided an integrative review of various transfer models. His review followed the general structure proposed by Broad and Newstrom (1992), focusing on events that occur prior to, during, and following the training intervention. Because undergraduate instructors rarely assess actual learning transfer once a course has ended, we focus on pretraining interventions and events that occur during training (i.e., during the course itself).

Pretraining Interventions

Although it is a loose interpretation of the pretraining time period, we focus on the first day of class where the syllabus is reviewed, topics are outlined, and learning objectives are communicated. Machin's (2002) review of pretraining interventions begins with a discussion of Baldwin and Ford's (1988) seminal work, which focused on three sets of variables that influence transfer: trainee characteristics, training design characteristics, and work environment characteristics. Given the nature of our paper, trainee characteristics and training design characteristics are most relevant to our discussion. As noted in both Machin's (2002) and Baldwin and Ford's (1988) reviews, many pretraining interventions are geared toward increasing trainees' motivation to learn the training content and may focus on goal setting, information about expectations of trainees and trainers, communication about the relevance and purpose of training, and trainee participation in decision making.

All of these are relevant to instruction in undergraduate I-O psychology courses. First, learning objectives identified in the syllabus and discussed early in the course should clearly state what students will be expected to learn, explain why the context of legal issues is important, and set goals for coverage in the course. Machin (2002) discussed goals such as "to actively participate in the course" and "to actively practice new skills at the first oppor-

¹ In deciding which textbooks to include when providing specific examples, we contacted major textbook publishers to inquire about their I-O psychology selections and solicited feedback from colleagues regarding which textbooks they used. In addition, we chose to only include textbooks that had been published or revised within the past 3 years (i.e., 2005 or later). It should be noted that we did not seek to rank or rate the books in terms of quality of coverage. Rather, we sought to illustrate the various ways textbook authors approach the realm of legal issues in employment decision making. In this manner, we hope to aid instructors by providing specific examples they can go to in order to improve transfer and retention of legal information.

tunity” (p. 7). For example, students may routinely face inappropriate questions in interview settings. Informing them that they will have the opportunity to practice ways to respond to such questions may spark their interest in upcoming content. To the extent students see the application of this set of material, they should be more motivated to learn it. Undergraduate students are a unique population in this regard because they are often heavily focused on career planning and exploration. As noted by Facticeau, Dobbins, Russell, Ladd, and Kudisch (1995), individuals such as these are ripe targets for job and career relevant information. Undergraduate instructors should aim to gain students’ interest up front and help them see the relevance by connecting to their current experiences. To this end, Aamodt (2007) previews the importance of employment law by discussing it in his textbook’s introductory chapter. In his second chapter, on job analysis and evaluation, he introduces the *Uniform Guidelines* (1978) and references *Griggs v. Duke Power Company* (1971), among other cases. In essence, he provides an easy preface to the heavy content of his third chapter on legal issues in employee selection, making it clear that legal issues are important learning objectives deserving of comprehensive coverage.

Similarly, the issue of trainee participation could be operationalized early on by making students aware that they will be able to choose some of the discussion topics in the legal issues section of the course. Instructors could work with cases that parallel experiences their students have had or anticipate having. For instance, students often hold entry-level jobs that subject them to drug testing in preemployment screening. Similarly, they may work in settings where fraternization and power differentials in relationships are common (e.g., restaurants or dorm resident assistantships). Giving them the option to choose more extended discussions on some of these topics is a natural way to increase the perceived relevance of the material and their associated motivation. Given its modular format, Landy and Conte’s (2007) textbook lends itself well to this sort of flexible syllabus where students can choose some discussion topics. Landy and Conte include modules on such topics as *The Social and Legal Context of Performance Evaluation, Fairness, Violence at Work, and Diversity*. This is particularly beneficial for incorporating trainee (student) participation.

Machin (2002; see also Haccoun & Saks, 1998) also noted that improving trainees’ self-efficacy is a major goal of many pretraining interventions. Many students may see the legal context as tedious, cumbersome, and overly complex. Of course, to some extent they are correct (consider the complexity of the Americans with Disabilities Act standards). However, instructors can alleviate some of this anxiety by making it clear that students will not be expected to be able to argue a case in front of a circuit court. Rather, they will be exposed to general principles that will benefit them in their employment future, such as being informed about misconceptions in employment law (e.g., that sexual orientation is a federally protected class) and learning strategies for dealing with discrimination in their jobs.

Interventions During Training

Machin (2002) also reviewed the work of McGehee and Thayer (1961) and Baldwin and Ford (1988), noting that training design characteristics that improve transfer and retention can generally be summarized into four major areas: identical elements, general principles, stimulus variability, and conditions of practice. The principle of *identical elements* states that transfer will be maximized to the extent that psychological fidelity between the training context and the work environment is strong (Baldwin & Ford, 1988). Undergraduate students are more likely to appreciate and learn about legal issues in the employment context when the course elicits or focuses on similar attitudes and behaviors that they face, or will face, at work. Baldwin and Ford (1988) noted the importance of trainees attaching “similar meanings in the training and organizational context” (p. 87). For instance, esoteric discussion of psychological theories of sexual harassment should be accompanied by real world examples. In addition, theoretical coverage of affirmative action could be supplemented with discussion of how affirmative action affects students in higher education. Relevant examples include the recent court decisions in *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003) as well as the ensuing Michigan Proposal 2.

Discussions of historically important court cases can also be improved by helping students connect with the people behind the case. In their **On the Legal Front** series in *The Industrial-Organizational Psychologist*, **Art Gutman** and **Eric Dunleavy** bring case law and legal issues to life. Although the column is likely too advanced for many undergraduates, the strategy is compelling. For instance, in a discussion of “heightened security” following 9/11, Gutman shared a personal experience regarding discrimination based on national origin (Gutman, 2002). In the example, he recounted being at an airport and observing an exhaustive search conducted on the car of a Middle Eastern driver while his own car was hardly searched. Many students have likely had similar experiences, but they perhaps have not thought of these as examples of discrimination that relate to employment practices.

Finally, identical elements could be accomplished by providing students with schemas for legal issues that go beyond the text on a page. For instance, Levy’s (2006) textbook provides a number of photographs illustrating case law or legislation. He provides a photo of a male flight attendant in his discussion of *Diaz v. Pan Am* (1971), a photo of an older technical worker in his discussion of *Cleverly v. Western Electric* (1979), and a photo of a disabled woman working in his discussion of the American with Disabilities Act. Compared to textual descriptions, these visual representations may be more consistent with discrimination students might see.

The notion of *general principles* (Baldwin & Ford, 1988; Machin 2002) holds that transfer is maximized when trainees learn broad theory and general rules that underlie training content. Along these lines, Muchinsky’s (2006) textbook provides a general overview of five major, historical court cases that

have shaped the legal context for employment decisions. Of course, to put the science in scientist–practitioner, many instructors focus on theoretical aspects of course content. However, it pays to note Machin’s (2002) suggestion that research supporting the benefits of a general principles approach to training is limited. He stated that “the potential benefits of using general principles must be weighed against the possible reduction in trainees’ motivation during training” (p. 16). Whereby many undergraduate I-O psychology courses are taught at the sophomore or junior level, excessive focus on abstract theory may be overkill, and a balance between promoting scientific understanding and helping students develop real-world skills may be more fruitful.

A third aspect of training design is *stimulus variability*, which involves using a variety of training stimuli and/or methods (Baldwin & Ford, 1988; Machin 2002). This concept is well represented in most widely used I-O psychology textbooks, with modes of presentation including checklists, tables, flowcharts, applied case studies, employment profiles, cartoons, and photographs. For example, in their textbook, Schultz and Schultz (2006) include a *New York Times* column describing an African-American corporate lawyer and professor mistaken for a “delivery boy” who slipped through reception. He was tracked down by a security guard just as he was joining a client in his office. Similarly, Spector’s (2006) textbook includes a discussion of legal selection outside the United States. This example is more of a topical approach to stimulus variability but provides a reminder that employment decisions happen around the globe and that not all cultures share the same values regarding fairness in employment decision making.

Course practices that provide stimulus variability might include focused discussions, mock interviews, multimedia presentations, guest speakers, and other such techniques. Of course, as noted by Machin (2002), it is important to have an organizing framework so the course does not devolve into a mish-mash of seemingly unrelated trivia. However, providing different examples, exposing students to something other than textbook reading on a topic, and connecting to students using some of their typical modes of communication are likely useful strategies for improving engagement and subsequent transfer.

The final training design aspect we will discuss is *conditions of practice*, which Baldwin and Ford (1988) discussed as involving multiple issues such as overlearning, feedback mechanisms, massed versus distributed training, and whole versus part training. Machin (2002) summarized these conditions by stating that the need for training that “promotes longer term skill development” or adaptive expertise is growing (p. 20). For our discussion of strategies for improving undergraduates’ understanding of legal issues in employment, we focus on what Machin labeled *discovery learning approaches*. Machin cited the work of Kamouri, Kamouri, and Smith (1986) in noting that discovery learning gives trainees (i.e., students) the opportunity to explore the course material in a guided context that includes prompts, asking leading questions, and active engagement in learning activities.

Case law provides a powerful vehicle for promoting discovery learning. Employment law cases have known outcomes, but the variables that lead to these known outcomes are many and complex. Cases are decided based on evidence but also on subjective interpretation of complex law. One useful discovery learning strategy is to present the facts of representative cases to student groups and have them interpret the facts and “decide” the cases. After the groups have made their decisions and presented their rationales, the actual findings in the cases are discussed. At this point, students discuss any discrepancies between their findings and those of the courts that actually decided the cases. One powerful aspect of this application is the realization that courts and justices are fallible and often divided in their opinions. Dissents in legal cases often provide useful insight that is lost in the majority ruling. Again, Gutman and Dunleavy’s **On the Legal Front** column provides rich models for this sort of application. They often focus on the dissenting opinion or their own opinions concerning the facts of a case. This forces the reader to think about the issues at a broader level and generalize to novel situations.

Summary

Educating undergraduate I-O psychology students on legal issues in the workplace is essential to their education, particularly as employers have continued to express a desire for such training in their prospective employees (Bena & Mendel, 1980; Erffmeyer & Mendel, 1990). As such, we proposed strategies for engaging undergraduates in the study of legal issues in employment decision making. In addition, upon completion of their survey of the teaching of legal issues in graduate programs, Vodanovich and Piotrowski (2000) posed the question, “Is there sufficient summary material (e.g., texts) to enhance the teaching of legal material in I-O?” In terms of textbooks aimed at undergraduate students, we found numerous examples that presented information in ways that would likely promote retention and transfer of current legal issues. By providing such specific examples, our suggestions should prove useful for overcoming student hesitation about studying this broad and complex, yet critical topic.

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Supreme Court Petitioned to Hear Testing Case Involving Title VII “Alternatives” and the Constitution’s Equal Protection Clause

James C. Sharf¹

Important Questions as Seen by Second Circuit Dissenters

The *Ricci v. DeStefano*² testing case was reported recently in *TIP*³ (“Slippery Slope of Alternatives”) and has now a petition for *certiorari* before the U.S. Supreme Court. The essential issue as seen by the dissenting Circuit judges:⁴

Does the Equal Protection Clause prohibit a municipal employer from discarding examination results on the ground that “too many” applicants of one race received high scores and in the hope that a future test would yield more high-scoring applicants of other races?

New Haven Press Headlined Developments and Urged Supreme Court to Take Case

As reported by the *New Haven Register* in June:

In what observers describe as a highly unusual development, six judges from a polarized 2nd U.S. Circuit Court of Appeals have urged the U.S. Supreme Court to hear a reverse discrimination lawsuit filed by 20 firefighters, calling the uncharted legal questions it raises of potential national significance. The case involves...two promotional exams (which) were thrown out because too few minorities scored high enough to get promoted.⁵

U.S. District Judge Janet Bond Arterton ruled in a summary judgment that no discrimination happened since no one was promoted as a result of the examination. In a two-paragraph summary order, a three-judge panel of the U.S. 2nd Circuit Court of Appeals refused to hear an appeal of the suit’s dismissal. That decision, however, did not sit well with all the 2nd Circuit judges. One asked that its members be polled on whether the full court should hear the appeal. The full-court hearing was denied, but six judges, including (the) Chief Judge...dissented. The dissenting opinion...essentially accuses the majority of the appeals court of intellectual laziness for failing to examine issues it had conceded were “difficult,” but on which there is no settled law. The dissent lists a number of Constitutional questions. But it identifies the main issue as how much authority a city has to

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² Ricci v. Destefano, Civil No. 3:04cv1109 (JBA).

³ Sharf, J. (October 2007). Slippery slope of “alternatives” altering the topography of employment testing? *The Industrial-Organizational Psychologist*, 45(2), 13–19.

⁴ Dissenting Opinion (June 12, 2008): *Ricci v. DeStefano*. United States Court of Appeals for the Second Circuit Docket No. 06-4996-cv.

⁵ Kaempffer, W. (June 16, 2008). <http://www.nhregister.com>. (See also Hamblett, M. [June 13, 2008]. Divided 2nd Circuit denies hearing by full court in bias case. *New York Law Journal* <http://www.law.com>).

disregard promotion examination results solely because of the race of the top scorers. Neither the 2nd Circuit nor the Supreme Court has ruled on the questions. ...The firefighters' claims got a fair hearing from the dissenting judges of the 2nd Circuit. The Supreme Court should hear their appeal.⁶

Firefighters' Petition for Certiorari to Supreme Court⁷

In 2003 the City of New Haven sought to fill vacancies in the command ranks of its fire department. Petitioners, lieutenants and firefighters possessed of impressive educational and other credentials, expended significant sums, studied intensely and sacrificed mightily to qualify for promotions to Captain and Lieutenant pursuant to a professionally developed examination process. Their efforts paid off as they passed and, based on their performance, stood immediately to be promoted. Citing petitioners' race, respondents refused to promote them and left the positions vacant in response to the exams' racially disproportionate results, asserting such action constituted "voluntary compliance with Title VII" of the sort encouraged by federal courts.

Petitioners brought suit alleging a violation of their own rights under Title VII and the Equal Protection Clause. They sought summary judgment based upon the undisputed validity of the exams, the conceded absence of proof of an equally valid alternative with less racially disparate impact and the failure of respondents' action to meet the strictures of the Equal Protection Clause.

Finding that respondents wished to avoid "public criticism" for a perceived lack of "diversity" and the "political consequences" of a potential disparate impact suit by minorities, the District Court granted them summary judgment, notwithstanding what it described as evidentiary "shortcomings" respecting an available, equally valid alternative examination process with less racially adverse impact. Departing from other Courts of Appeals, the Second Circuit holds that under Title VII, a promotional examination's unintended disproportionate racial results alone permits municipalities to reject the successful candidates based on their ethnicity and race, a judgment which finds no support in the statute or this Court's Title VII decisions. The Second Circuit further considers the Equal Protection Clause inapplicable to such actions and thus refused to apply strict scrutiny.

Dissenting 2nd Circuit Judges Urge U.S. Supreme Court to Hear Case⁸

This appeal raises important questions of first impression in our Circuit—and indeed, in the nation—regarding the application of the Fourteenth

⁶ *New Haven Register* Editorial (June 30, 2008). <http://www.nhregister.com>.

⁷ Torre, K. (May 14, 2008). In The Supreme Court of the United States. PETITION FOR WRIT OF CERTIORARI in the matter of *Ricci v. DeStefano*. P2–3.

⁸ Jose A. Cabranes, Circuit Judge, with whom Chief Judge Jacobs, Judge Raggi, Judge Wesley, Judge Hall, and Judge Livingston join, dissenting. *Ricci v. DeStefano*. United States Court of Appeals for the Second Circuit (Order issued June 12, 2008), Docket No. 06-4996-cv.

Amendment's Equal Protection Clause⁹ and Title VII's prohibition on discriminatory employment practices. At its core, this case presents a straight-forward question: May a municipal employer disregard the results of a qualifying examination, which was carefully constructed to ensure race-neutrality, on the ground that the results of that examination yielded too many qualified applicants of one race and not enough of another? In a path-breaking opinion, which is nevertheless unpublished, the District Court answered this question in the affirmative, dismissing the case on summary judgment. A panel of this Court affirmed in a summary order containing a single substantive paragraph. Three days prior to the filing of this opinion, the panel withdrew its summary order and filed a *per curiam* opinion adopting *in toto* the reasoning of the District Court, thereby making the District Court's opinion the law of the Circuit.

The use of *per curiam* opinions of this sort, adopting in full the reasoning of a district court without further elaboration, is normally reserved for cases that present straight-forward questions that do not require explanation or elaboration by the Court of Appeals. The questions raised in this appeal cannot be classified as such, as they are indisputably complex and far from well-settled. These questions include:

- Does the Equal Protection Clause prohibit a municipal employer from discarding examination results on the ground that "too many" applicants of one race received high scores and in the hope that a future test would yield more high-scoring applicants of other races?
- Does such a practice constitute an unconstitutional racial quota or set-aside?
- Should the burden-shifting framework applicable to claims of pretextual discrimination ever apply to a claim of explicit race-based discrimination in violation of Title VII?
- If a municipal employer claims that a race-based action was undertaken in order to comply with Title VII, what showing must the employer make to substantiate that claim?

Presented with an opportunity to address *en banc* questions of such "exceptional importance,"¹⁰ a majority of this Court voted to avoid doing so. I respectfully dissent from that decision, without expressing a view on the merits of the questions presented by this appeal, in the hope that the Supreme Court will resolve the issues of great significance raised by this case.

⁹ Fourteenth Amendment to U.S. Constitution: Section. 1. "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. *No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws*" (emphasis added).

¹⁰ Fed.R.App.P.35(a)(2).

Discussion

The facts in this case well illustrate how activist judges make Title VII law instead of interpreting it. As noted by *National Review*'s Ed Whelan, it appeared that Judge Arterton and the three panelists on the Second Circuit attempted to bury the firefighters' claims. "A remarkable opinion last week by highly regarded Second Circuit judge ...exposes some apparent shenanigans by three members of a Second Circuit panel and a district judge."¹¹ Notwithstanding the Civil Rights Act of 1991's clear allocation of the burden of "production and persuasion" for equally valid less adverse alternatives after job relatedness is established at trial¹² (the city having conceded at trial that the exams were valid), Judge Arterton acknowledged that the city came up short on this proof requirement but granted the city summary judgment anyway. Furthermore, she chose to ignore the language in the Civil Rights Act of 1991 that stipulates that the employer would not be liable on the "equally valid less adverse alternative" basis unless, after the plaintiff meets its burden at trial, the employer "refuses to adopt" the equally valid less adverse alternative. Judge Arterton's reasoning was as follows:

Plaintiffs' argument boils down to the assertion that if defendants cannot prove that the disparities on the Lieutenant and Captain exams were due to a particular flaw inherent in those exams, then they should have certified the results because there was no other alternative in place. Notwithstanding the shortcomings in the evidence on existing, effective alternatives, it is not the case that defendants must certify a test where they cannot pinpoint its deficiency explaining its disparate impact under the four-fifths rule simply because they have not yet formulated a better selection method.¹³

(T)he intent to remedy the disparate impact of the prior exams is not equivalent to an intent to discriminate against non-minority applicants.¹⁴

This collusion of activist judges in favoring the group rights of minorities over the U.S. Constitution's Equal Protection clause of the Fourteenth Amendment (fn 9) is indeed of national consequence. Whether or not the Supreme Court grants *certiorari* in *Ricci*, the "shenanigans" (fn 11) of activist judges, the legal burden of "production and persuasion" respecting "equally valid less adverse alternatives" at trial, and the equal protection guarantee to every individual have all been framed in both the firefighters' petition and the 2nd Circuit judges' dissent.

Stay tuned.

¹¹ Whelan, E. (June 16, 2008). Second Circuit shenanigans. <http://bench.nationalreview.com/post/?q=YzUwOGM3YWxZTk2NzIwZjliNDBkZDUzMzhlOTc5ZDc=>

¹² Civil Rights Act of 1991, Sec. 105. Burden of Proof in Disparate Impact Cases; 42 U.S.C. § 2000e-2(k)(1)(A)(i).

¹³ Case 3:04-cv-01109-JBA, p.31.

¹⁴ Case 3:04-cv-01109-JBA, p.33, 28 June 2008.



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9-11-08 Crash: I-O Psychology Can Help

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The global financial crash of 9-11-08 has ushered in the knowledge era of discontinuous context changes that are shaking our sense of corporate stability. At the multinational level, new opponents emerge in established markets, as Lego, Mattel, and Hasbro are now faced with competition such as Sony, Nintendo, and Electronic Arts, and Merck, Novartis, and Pfizer are now competing with biotechnology companies (Birkinshaw, Bessant, & Delbridge, 2007). Moreover, the financial crisis promises to shake out many inflexible corporations and establish a new more adaptable model needed for survival. Sensing these opportunities and threats, Procter and Gamble committed to changing radically its large design and development engineering function from the inside out in order to find 50% of its new products from outside of the corporation (Huston & Sakkab, 2006). Clearly, new knowledge and innovation has become the new driver of corporate adaptation. Corporations that were “stars” yesterday may be “cash cows” today and bankrupt tomorrow, and new stars will emerge. Threats to corporate survival seem to suddenly appear from many unexpected directions. Questions now asked of I-O psychology by top management teams are how to adapt their corporations quickly to discontinuous changes and how to integrate rapidly needed new talent. They need more open designs to anticipate these needed changes and more flexible organizational designs to help capitalize on the many new opportunities and avoid the new threats of creative destruction. Without a doubt, top management teams need our outside assistance to remain competitive throughout this shakeout era. Being in the eye of the storm, corporations need to establish chief innovation officers (Hazy, 2007).

What Would P & G Do?

Hannah, Eggers and Jennings (2008) offer a model of the workings of a knowledge-driven corporation that deserves our careful study. The authors challenge us to open our thinking to exciting new individual, group, and organizational constructs and processes. Let’s take a deeper look at this model by applying it to Procter and Gamble’s new “Connect and Develop” organization (Huston & Sakkab, 2006). Following the Hannah et al. model, the macro level is subject to tensions from the top management team to design and develop efficient and effective organizational processes and practices that discover, connect, and develop new business opportunities from new Gillette-like partners to new discontinuous products and processes. According to the model, nonmanagers get their delegation from top down and their interpreted reality of these delegations from the bottom up. Manager and nonmanager realities may not be isomorphic and this may create tensions. The magnitude and persistence of such tension are related to the organizational network complexity. It is assumed the greater the complexity, the greater the need for internal design teams (Graen, 2008). When conditions are appropriate change teams are assigned to deal with tensions.

Complementing the organizational network reactions (Cross & Parker, 2004) is the leader's cognitive, connotative, and conative complexity reactions. Again, the assumption is that the greater the complexity the greater the need for a knowledge-driven corporation. Complexity of the leader contributes to cognitive-connotative thinking by the design team that contributes to the change group's collective behavior. Finally, these dynamics produce change and hopefully adaptive organizational changes (Orton, 2000).

I-O Psychology Contribution

The connect and develop model prescribes that the new mission for P&G's massive product engineering organization is to send the call for new knowledge through all relevant networks with as much openness and earnestness as possible. The intent is to supply the same information to all participants from bottom to top and even to retained retirees. This is where I-O psychology can help with the implementation of change. As we understand how the particulars of the mission must be communicated to everyone possibly involved, how managers must be trained to mentor change groups in the technology of networking, self organization, emergent collective behavior, and high-quality network dynamics, how change group leaders must be identified based on adequate complexity (cognitive, connotative, and conative), networking skills, and promotion orientation, and how managers must be trained to think, feel, and act with greater complexity about themselves, and their social and nonsocial environments. These we should offer to top management and CEOs.

In this manner, organizational networks will tie together to cast wide nets for new business from outside (Brass, Gelaskiewicz, Greve, & Tsau, 2004). As the adaptation blossoms into a million flowers, the open architecture must be continuously tested and improved. In this way, the corporation may be opened to overcome the "not invented here" thinking that may reject, out of hand, great new discontinuous business opportunities. The future will demand some form of knowledge-driven corporation. To assume that it must have more people who are complex in thinking, feeling, and doing is reasonable. Those who pioneered the machine-driven corporation may not understand why simply working harder to improve the efficiency of the old production system may lead to unforeseen and rapid obsolescence in a knowledge era of discontinuous changes in markets. We must help them understand the new world.

I think that we can help organizations to prepare for the many current challenges required to sustain the company through the 9-11-08 crash and the descending perfect storms of the knowledge era. A recommended path to follow toward enhanced prediction and understanding of significant change in organizations consists of discovering alternative unused but valid predictors of effective systems changes (Mahoney, 2001). This path follows the procedure of Platt's "Strong Inference" for doing science (1964), employing "insider-research" data collection procedures (Graen 2007). Applied psychology is required to do the impossible.

Conclusion

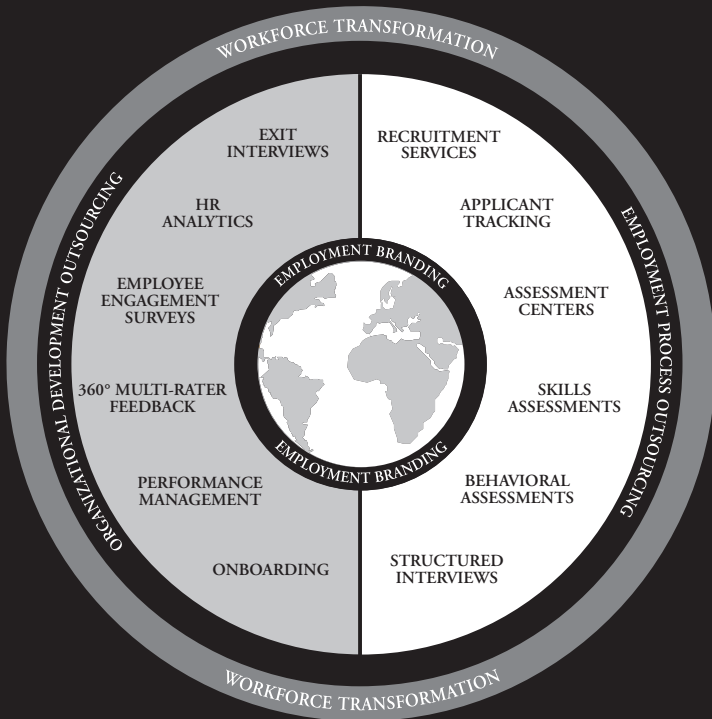
Miriam Grace, a systems design manager at Boeing Aircraft, brings these game changing innovations up to date by suggesting that in response to the financial crash and the perfect storm of discontinuous innovations, other corporations follow the aerospace corporations in the process of creating change teams to create new, more appropriate systems using proven design principles. This trend is reinforced by the younger employee's demands for change teams to break down old silo barriers to innovation and promote true "peer to peer mentoring" beyond the often superficial top-down mentoring or consultant coaching (in press). As A. G. Lafley, CEO of P&G, initiated the movement to accelerate vastly the rate of corporate discontinuous change (Lafley & Caran, 2008), significant changes in the design of economic corporations are required from a stable set of processes designed for stable environments to a complex set of adaptations designed for new financial systems and accompanying discontinuous problems. Adaptation by top management teams and cohesive design teams are needed using established organizational design principles and technology. Welcome to the knowledge-driven corporation (Graen & Graen, 2008).

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FROM THE EDITOR



Wendy S. Becker

We are getting ready for our best conference ever in New Orleans in April. The January issue of *The Industrial-Organizational Psychologist (TIP)* is packed with information to help you plan for the event, and much more!

Features

Gary Latham reports on his many activities as SIOP president. Be sure to read about impressive new and ongoing science–practice initiatives. In addition, Gary updates us on a model of collaboration between SIOP and the Rotman School of Management; word on the street is that the October event was wildly successful and will be repeated in other locales in the future. What a great way to build visibility and our reputation as the leading edge of evidence-based practice.

Speaking of evidence, check out several new efforts underway in that regard. **Denise Rousseau** reports on the Evidence-Based Management Collaborative, created to develop and promote evidence-informed practice in the fields of management and organizational psychology. **Deb Cohen** reports on a partnership that SIOP and the Society for Human Resource Management (SHRM) have underway to help both of our professions add strategic value to organizations.

TIP continues a focus on legal issues with **Satoris Culbertson**, **Travis Tubre**, and **Shawn Post-Priller's** article on ways to engage undergraduate students and **Jim Sharf's** discussion of Title VII alternatives. And a very topical article by **George Graen** provides a perspective on how I-Os can help management adapt during times of financial instability.

From the Editorial Board

Our superb columnists continue to inspire. **Scott Highhouse** has a few good (historical) book recommendations for *TIP* readers. **Sylvia Roch** has surfaced some great ideas for the ideal graduate seminar and advisor. **Jamie Madigan** and **Marcus Dickson** review recent research and scholarship of interest, and **Lori Foster Thompson** checks out I-O psychology in Chile. Those needing to learn more about money management and running projects should review the **TIP-TOPics** column for great advice from **Reanna Poncheri Harman**, **Tara Behrend**, **Jennifer Lindberg McGinnis**, **Jane Vignovic**, **Amy DuVernet**, and **Clara Hess**. **Stuart Carr** provides us with good lessons on climate change and organizational psychology. **Arthur Guttman** and **Eric Dunleavy** review the ADA Amendments Act of 2008, and **Rob Silzer**, **Anna Erickson**, and **Rich Cober** continue their provocative

series on practice issues. We include several letters to the editor on a name change (see the original article feature by Landy in the October, 2008 *TIP*) and other member letters.

News and Reports

The **News and Reports** section is dominated this issue with information that you can use to plan for our conference in New Orleans in April. Be sure to also check out the extensive registration book as well. Thanks to **John Scott**, Program Chair, for his tireless work; be sure to see John's column detailing the conference overall. And what a great leadership team we have for the New Orleans conference. See the many conference updates about the Thursday Theme Track (*I-O Psychologists as Leading Edge in Evidence-Based Management*), Saturday Theme Track (*Corporate Social Responsibility*), Friday Seminars, Master Collaboration (*Insights on Teams at Work*), Community of Interest Sessions, Preconference Workshops, Junior Faculty Consortium, Master's Student Consortium, A Walking Tour of the French Quarter, and the Fun Run. Something for everyone!

Regular news reports are also included this issue. See our Secretary Report, the Report From the APA Council of Representatives, a notice about SIOP Executive Committee approving reduced rates, a report on The Leading Edge of Executive Coaching, **SIOP Members in the News**, **IOTAS**, **Conferences and Meetings**, and important **Calls and Announcements**.

EARLY REGISTRATION DEADLINE FOR
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LETTERS TO THE EDITOR

Dear Editor,

I want to thank **Frank Landy** for his recent *TIP* article on a name change for our Society. I agree with him 100%. I especially liked his discussion of “work and organizational psychology.” That term definitely brings us closer to our European colleagues, while using “industrial” pushes us apart. I have used either “organizational psychologist” or “work and organizational psychologist” for many years. Settling on the two word title of “organizational psychology” seems like the best solution for the Society.

Virginia E. Schein

Organizational Psychologist
Philadelphia, Pennsylvania

To the Editor:

A Proposal About Our Name

In the last issue of *TIP*, Frank Landy asked “What Shall We Call Ourselves? Food for Thought” and noted that 22 past presidents of SIOP replied to his informal poll about SIOP’s name (<http://www.siop.org/tip/Oct08/02landy.aspx>). As one of the 18 who favored a change, I am writing to propose that the name issue be put to the membership one more time.

As reported by **Scott Highhouse** in his brief history of our I-O label (www.siop.org/tip/July07/06highhouse.aspx), when we last voted on the name in 2004 a majority favored some change, but “Society for Industrial-Organizational Psychology” was retained anyway, having gotten a plurality of first place votes. Scott quoted my concern about that vote, “Someone should have realized that the status quo would win that contest—I think there should have been a runoff among the alternate names, and then a single choice between SIOP and whatever won the popularity contest in the first round.” Use of the Hare system for counting the ballots confounded the question of whether there should be any change at all with the content of the alternatives being offered.

Thus, I propose that the membership be asked to vote in an election contrasting the most popular alternative from 2004, “Society for Organizational Psychology,” with “Society for Industrial and Organizational Psychology.”

My personal preference for our name is Society for Organizational Psychology, because “organizational” is the most common term in the names of membership associations for us around the world, and it is the most general of the adjectives describing our practice and science.

What should count, however, is the preference of the membership expressed in an unconfounded vote. It is time to move from thought to action.

Milton D. Hakel

Department of Psychology
Bowling Green State University

To the Editor:

This is one person's view of what has befallen our profession. For years we have been whining (yes, whining) about the fact that we do not have a seat at the table, and no one needs us. The sad fact is that no one needs us because we're not really needed. For example, when was the last time anyone called an I-O psychologist to pull a tooth or write an estate plan or vaccinate for tetanus?

Within our profession, we make a distinction called the scientist-practitioner model. Let's take a closer look at it. Are we really a science? Last time I checked we were a social science. Yes, we use sophisticated measurement tools and mind-numbing statistics, but we also practice an art that relies on judgment, intuition, and experience. Furthermore, the scientist-practitioner model is divisive. It implies that there is a distinction along with an implicit hierarchy separating the two. We are one family and to be divided against ourselves only hurts us and pushes our chairs further away from the table.

Another pet peeve is our preoccupation with buzzwords and silly sounding jargon. Although many of these terms are shared with HR, words like "thought leader" and "on-boarding" reflect a faddish tone and do little to help our credibility. Moreover, when we allow ourselves to speak with words and terms like "passion," "energized engagement," and other examples of hyperbole, we devalue the words and distort our ability to think in reasoned terms.

As a profession (and unfortunately, as a society as a whole), we have become obsessed with being PC, and at the same time we have lost our sense of humor. Just as our society has hamstrung itself in a trend toward political correctness, so have we as a profession. Our slavish devotion to the latest trends, our unwillingness to challenge the value and implication of politically correct attitudes in our society, much less our own profession, ultimately serves no one very well.

At the same time, our profession has made valuable contributions to organizations. For example, let's count our blessings. Although testing has been held in disrepute by certain individuals and advocacy groups, business values it and sees it as useful. Our survey methods have allowed organizations to measure morale and customer attitudes. 360-degree feedback has been a boon to providing candid feedback to managers and employees. Where in the past performance appraisals were written with a lack of temerity for obvious rea-

sons, anonymous feedback allows people to speak more comfortably. The assessment center method is of value in identifying emerging leadership, especially in those situations where people must separate from the ranks.

Let's stop searching for the obvious and following the fads. So much of what passes for rigorous research is an investigation into minutia. We love the elegance of collecting and analyzing our data, publish in refereed journals as well as present at poster board sessions and conferences. Meanwhile, most of the business world could care less, and we wonder why we are not valued. The cycle continues while our time could be spent building our credibility.

In closing, let's modify our rigid stances on matters. It seems that criticism of our profession and its direction has not always been welcomed, with defenders prepared to shoot the messenger. Yet, until we are able to address practical solutions that truly benefit our constituents, I full well expect to see future articles decrying how we are devalued. We need to stop whining and start listening, lest we continue in our ways and generate even more self-pity.

Stephen A. Laser, PhD

Managing Director

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Looking for a Good Book?

Scott Highhouse
Bowling Green State University

I arbitrarily selected a handful of folks—ones that I knew were at least tangentially interested in the history of applied psychology—to nominate a book that inspired them. I asked them to also provide a couple of sentences about why they found the book inspiring and why they think others should consider reading it. I got an assortment of responses (no two people nominated the same book), ranging from original source texts to books about the history of I-O. Always the nonconformist, **Gary Latham** chose to send instead his favorite historical quotes.¹

Below are the book nominations, followed by observations of the person who suggested the book. I begin with my own suggestion:

Gillespie, R. (1991). *Manufacturing Knowledge: A History of the Hawthorne Experiments*. Cambridge University Press.

Recommender: Scott Highhouse, Department of Psychology, Bowling Green State University

Gillespie draws on the original records of the experiments, along with the personal papers of the researchers, to bring the reader inside the Hawthorne plant. You actually get to know the women working in the relay assembly room. It reads like a novel.

Bjork, D. W. (1983). *The Compromised Scientist: William James in the Development of American Psychology*. New York: Columbia University Press.

Recommender: **Andy Vinchur**, Department of Psychology, Lafayette College

Bjork examines the interrelationships among James and other prominent early psychologists, including Hugo Münsterberg and James McKeen Cattell, who were both important figures in early industrial psychology. Although not a book on the history of I-O per se, it is full of relevant information and written in a very engaging style.

¹ *No research without action; no action without research*—Kurt Lewin
That which gets measured gets done—Mason Haire
There is nothing so practical as a good theory—Kurt Lewin

Office of Strategic Services (OSS) Assessment Staff. (1948). *Assessment of Men: Selection of Personnel for the Office of Strategic Services*. New York: Rinehart.

Recommender: **Filip Lievens**, Department of Personnel Management, Ghent University

This book is a collector's item. It represents the start of assessment centers and a true testament to the "holistic" approach in selection. And then I haven't mentioned the sometimes hilarious anecdotes (verbatim) and pictures about the candidates in the various simulation exercises. In short, a "must read" for all people who are centered on assessment.

Ghiselli and Brown (1948). *Personnel and Industrial Psychology*. New York: McGraw-Hill.

Recommender: **Kevin Ford**, Department of Psychology, Michigan State University

I liked the book because it really put together the field of industrial psychology and focused some attention to training and development: "The only rational solution is to consider the given specific situation for which training is needed in industry and to learn to what extent it agrees in terms of important causal conditions with specific classroom and laboratory situations that have been studied....The subtle effects resulting from changes in attitudes, motives, and interests sometime appear only after several months."

Jahoda, M., Lazarsfeld, P. F., and Zeisel, H. (1933/1972). *Marienthal: The Sociography of an Unemployed Community*. London, Tavistock.

Recommender: **Wendy Becker**, Department of Management, Shippensburg University

This little book is so inspiring because it gets to the heart of applied psychology without ever mentioning theory or method and yet remains a model of qualitative research. The chapter on the meaning of time is unforgettable.

Spearman, C. (1927). *The Abilities of Man*. London: Macmillan.

Recommender: **Bob Guion**, Department of Psychology, Bowling Green State University

Spearman's book is well worth reading and rereading for anyone interested in human ability. His own ability to write in the unHemingway-like prose of his time is fun to read, and his prescient ability to anticipate topics of our own time from general mental ability to cognitive style is fascinating.

March, J. G. & Simon, H. A. (1958). *Organizations*. John Wiley & Sons.

Recommender: **James Austin**, Center on Education and Training for Employment, The Ohio State University

(a) Their innovative-at-the-time treatment of decision making under uncertainty, (b) the decisions "to participate" and "to produce" as well as "to

go beyond role requirements,” and (c) foundation for such eminent works as Katz & Kahn.

James, W. (1890). *The Principles of Psychology* (2 vols.). Dover Publications.

Recommender: **Frank Landy**, Baruch College of CUNY, and Landy Litigation Support Group

He wrote so beautifully and was prescient about eventual models of ability. I recall two particular passages which I will summarize: (a) Experimental psychology (the Brass instrument variety) could only have been created by a nation incapable of boredom (Germany—he disliked Wundt and structuralism), and (b) the only thing more tedious than lecturing to undergraduate students is carrying heavy trunks up flights of stairs.

Zaleznik, A., Christensen, C. R., & Roethlisberger, F. J. (1958). *The Motivation, Productivity, and Satisfaction of Workers: A Prediction Study*. Norwood, MA: Plimpton Press.

Recommender: **Seth Kaplan**, Department of Psychology, George Mason University

The researchers describe an in-depth qualitative and quantitative study meant to identify the factors predictive of the motivation, productivity, and satisfaction of industrial workers. In some ways, the book reads like a dissertation with a narrative. I remember liking two things in particular about this book. First, the researchers asked “big questions,” and they looked at the interplay among these various phenomena, instead of studying them in isolation. Also, they actually used their findings to test competing major theoretical explanations. The findings from the book are less important than the approach.

Parsons, F. (1909). *Choosing a Vocation*. New York: Houghton Mifflin.

Recommender: **David Baker**, Archives of the History of American Psychology, University of Akron

Frank Parsons (1854–1908) was an industrial age progressive who advocated for efficiencies, believing a proper balance of federal control, scientific reasoning and thoughtful planning could improve the quality of life of individuals and of society. His efforts helped to launch the vocational guidance movement in America and were important in the genesis of counseling and I-O psychology. He believed that careful assessment of the fit between person and environment offered many benefits. He described human efficiency as inextricably linked to the choice of a life’s work.

Baritz, L. (1960). *The Servants of Power: A History of the Use of Social Science in American Industry*. John Wiley & Sons.

Recommender: **Mike Zickar**, Department of Psychology, Bowling Green State University

I stumbled upon this book as a new assistant professor and it upended my world. Prior to reading this, I thought I-O psychology (and social science in general) was a universally positive force in the workplace that could solve most organizational problems. This book details the history of how social sciences have been co-opted by management to fight labor unions and other pro-worker initiatives. The book is a true polemic in that it is guided by a sharp left-wing ideological bias that clouds some of the author's (who is a historian) interpretations of historical data. Regardless, the book made me view my profession from a more critical, less naïve perspective.

I hope you find this list as enjoyable as I have. I would welcome any additional ideas for books (shighho@bgsu.edu). If I get enough nominations, I will put them in a future column.



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Looking Forward to 2009

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4. Do pay more attention to high-potential employees, who are most likely to leave during difficult times.
5. Do create ways for all employees to contribute to the company’s efficiency and effectiveness goals.
6. Don’t exclude employees from assisting with possible solutions.
7. Don’t stop performing periodic employee assessments.

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**The Ideal Graduate Seminar
and Advisor:
Graduate Student Perspective**

Sylvia Roch
University at Albany

Graduate students are an excellent source of information when designing graduate seminars and deciding upon the best approach to mentor graduate students. As years pass, our perspective of our graduate student years may become distorted by our current positions, and expectations may change over time. Thus, I asked five senior I-O PhD students, **Tiffany M. Bludau** from George Mason University, **Stephanie Seiler** from the University of Illinois at Urbana-Champaign, **Nahren Ishaya** from the Illinois Institute of Technology, **Ryan Glaze** from Texas A&M University, and **Jessica Nicklin** from the University at Albany, SUNY for advice regarding graduate seminars and advising. I thank them for their insightful responses. I expected some of their answers but found others surprising. However, what surprised me the most is the amount of agreement suggested by their responses. It appears that there is much agreement regarding how to design an ideal seminar and how to be the ideal advisor.

***Please think about your one or two most favorite graduate seminars.
Why did you like this(these) seminar(s)?***

TB: My two favorite graduate seminars were my training and personnel selection classes. Both of them provided “hands-on” experiences. Looking back, these were basic projects (i.e., small-scale validity studies, training needs analysis/design), but these projects developed a foundation for my applied experiences and made the topic interesting. It was much easier to appreciate theory when we applied it. Both seminars also highlighted the basic knowledge and theory regarding each respective topic while incorporating current research as well.

SS: I think that seminars that require more than a set of weekly readings to discuss are the most useful. I personally benefit from more active learning. My favorite seminars have required all students to prepare written comments or questions every week or to respond to specific questions that the professor or other students propose. Also, short assignments that require students to work with published results (e.g., calculating effect sizes, converting and reanalyzing published results) are a great way for students to understand research methods and statistics.

NI: What I liked most about my favorite seminars were the applied projects. The projects provided opportunities to conduct research, work with and learn from other students, and improve upon writing, analysis, and presentation skills. Some of my most valuable graduate seminar experiences came from these applied team projects.

RG: The seminar I enjoyed the most involved discussing seminal articles and applying the concepts in an applied project. The course provided an opportunity to discover links between various journal articles and to understand how knowledge-guided decisions must be made in order to complete an applied project.

JN: 1. Training, because in addition to the research/theory, there were a lot of hands-on practical applications to the class. 2. Motivation, probably because the content was related to my research interests: interesting, applicable. I will say some of the most useful classes include psychometrics, multivariate, and cognitive psychology. All I-O students should take cognitive because it is relevant for many of our I-O areas: training, performance appraisal, and so on. Lastly, I do think there is value in taking business courses. If you want an applied job or to teach at a business school, there is value in having some management courses, or even marketing or finance—just to make you a more well-rounded and prepared professional.

How would you design your ideal graduate seminar (i.e., reading, tests, class projects, discussion, etc.)?

TB: First, I think all graduate classes should start with the basics of the relevant topic. I would have students read relevant handbook chapters or summary articles when possible as well as expose them to relevant seminal works. In addition, I think it's helpful to gauge class knowledge in developing your reading list. If the class is predominantly first-year students, they may also benefit from a few chapters out of an undergrad text. If they're more experienced students, you may want to tailor additional articles (beyond the foundational ones) around their work and research interests. With that in mind, I think it's also beneficial to have students collect articles that interest them and present them, so I would have each student assigned to a week where they would select an article for the class to read and moderate a discussion on that article. In addition, I think class projects that apply course concepts are critical to learning. For more applied classes (selection, training), potential projects are easier to come by; for more theory-driven courses, students could review case studies and present an approach for dealing with the case based on theory and empirical research. These more applied skills would benefit both future academics and practitioners.

SS: I would assign one or two core readings every week and pose questions that require students to build on these readings by locating additional materials, writing a response in support of or counter to the author's position, working with published statistics, or other active-learning activities. Class time would focus

on addressing students' comments and questions. Students would be encouraged to make use of the chalkboard to share their knowledge with the class.

NI: An ideal graduate seminar would have seminal articles, along with current articles for a specific topic. Students would be responsible for reviewing the articles before class and be expected to discuss issues and answer questions that are brought up by the professor and/or students. A semester-long class project that allows students to work in teams and present their findings may be beneficial. It would be ideal to have a cumulative in-class exam at the end of the semester so that students get practice at preparing their materials and studying a semester's worth of class notes. This test preparation and practice would hopefully help students in graduate programs with a comprehensive exam requirement.

RG: An ideal seminar would include an extensive reading list with only a subset of the readings being required. This allows students who are particularly interested in a specific topic domain to gain a deeper understanding of the literature by reading additional optional readings. Furthermore, a well-developed reading list is a valuable resource for future courses and research endeavors. Also, seminars should include one major project. If the project is academic in nature, the project should result in a manuscript that can be submitted to a journal or conference. If the project is applied in nature, it should serve as a template for future projects.

JN: I think that the reading should be a combination of classic and contemporary articles. A book tends to serve as a guide (e.g., Guion), but is no substitute for articles. I never particularly cared for having to "write a question" to pose to the class for class discussion or having a weekly discussion leader. I would use most of class time to discuss the topic, perhaps dedicating the first quarter of the class to an overview of the topic (lecture style), and then allowing the class to discuss the topic and the articles. When possible I may try to bring in outside perspectives (maybe guest speakers/lecturers), case studies, or other opportunities for the students to become engaged with the material. Depending on the class, I would incorporate debates and/or papers. Both are useful and can be used to generate future questions for outside research. As for tests, I do recommend (I can't believe I am saying this) in-class exams. In-class exams are important for committing the information to memory and for future recall.

What do you think is the most important thing when choosing an advisor?

TB: I think the most important thing is finding someone that you feel comfortable working with. You need to think about how you work and what you need from an advisor. Ask around. Don't just select an advisor based on his/her research interests; make sure she/he is someone you can see yourself working with.

SS: You should feel comfortable interacting with your advisor. An advisor's work and communication style should match or complement your own. Also, try to gauge whether the potential advisor is genuinely interested in working with you.

NI: I think it is most important to work with an advisor who has similar research interests. The advisor will be an integral part in a graduate student's life when the time comes for writing a thesis (and dissertation). It is important to know that a student can count on an advisor to help tackle the body of literature for a research topic and brainstorm on research questions and proposed models.

RG: When choosing an advisor, it is important to consider the extent to which your research interests and work styles match. Research can become painstaking if you are not interested in the content domain. Therefore, you want to choose an advisor who is currently researching areas that you find interesting. It is also important to find an advisor who has a similar working style. For example, some advisors prefer to work under tight deadlines. This could be extremely stressful if you are not deadline oriented.

JN: The most important thing when choosing an advisor is research area of interest. Second, is level of comfort/compatibility.

How would you describe the perfect advisor?

TB: For me, a perfect advisor is someone who (a) is reasonably available to you, (b) cares about your development as a scientist-practitioner, and (c) can generally advise you regarding multiple streams of research and put you in touch with researchers who may know the answer if he or she can't help. For your first few years, it is helpful to have someone that goes through projects with you and shows you step-by-step how to conduct analyses, manage data, and provide general feedback on how to improve your writing. Later on in your graduate career, this person will need to let you grow/develop on your own, but it's important that he or she continues to provide feedback along the way.

SS: Flexibility is an important quality for any advising style; an advisor should be willing to adjust the type and level of supervision he/she provides to each student. The advisor should provide frequent feedback to students to help them discover their own personal strategies for success. As students progress through the program, they should be given more autonomy and opportunities for leadership.

NI: A perfect advisor should be able to guide his or her student towards opportunities that are suited to that student's own specific research interests and/or professional goals. A perfect advisor really listens to the advisee and knows when and how to get a student to participate in opportunities that will help the student to develop skills and experiences well-suited to that student's development.

RG: The perfect advisor is an active researcher who can effectively communicate ideas, concepts, and expectations to students. Furthermore, this advisor would instill self-reliance in students by delegating tasks that are challenging and providing only the necessary guidance.

JN: A perfect advisor is one who gives you the freedom to make your own decisions (and mistakes) but is supportive and acts as a mentor. It is important to have an “expert” to help you learn and grow; however, I don’t want to be micromanaged and have someone watching and critiquing every step. A perfect advisor lets you speak your mind and listens, yet offers honest advice/feedback when needed. A perfect advisor believes in you but does not patronize you. A perfect advisor is reliable and accessible. You can count on the perfect advisor.

What one piece of advice would you give to incoming graduate students?

TB: Learn when to say “no.” There will often be many opportunities for you to apply your skills throughout your graduate career, but for each one ask “Will this help develop me and advance my career?” Try to strategically identify opportunities that will benefit you in the long-run and utilize your skill set.

SS: Work with multiple mentors, including advanced graduate students. Not only does this give you more options in the event that your advisor cannot support you or leaves the university, it also helps you gain multiple perspectives and provides more research opportunities.

NI: It is so important to make friends with people in your program. The friends you make from your program may be in a position in the future where they can give you a job, provide employers with recommendations, or introduce you to their network of colleagues.

RG: The best piece of advice I received as an incoming graduate student was to develop relationships with the other students in the department. Senior students are a great source of information regarding research, course selection, and administrative concerns. Students in one’s own cohort are a great source of social support.


JN: You might feel like you are not sure what you are doing, but trust me, everyone else feels the same exact way. The first year is the hardest. If you can tackle the first year successfully, you can make it through the next four. It is all about believing that you can do it.



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Jamie Madigan
Ameren

Marcus W. Dickson
Wayne State University



For at least part of the column this time around, we wanted to talk about two different articles in two different journals that you might not immediately link together on first glance. One is on combating stubborn resistance to good science in the realm of selection and the other is about a good, firm handshake.

First is **Scott Highhouse's** focal article for a recent issue of SIOP's *Industrial and Organizational Psychology: Perspectives and Practice* (Highhouse, 2008). This article, entitled "Stubborn Reliance on Intuition and Subjectivity in Employee Selection," notes two common reasons for objections to scientifically derived employment testing programs. First is the belief that it should be possible to explain 100% (or close to it) of the variance in human behavior within an organizational context. Someone holding this belief may scoff at the puny validities of your testing program, arguing that if you can't predict the behaviors of people with greater precision, it's just not worth it. Expectancy tables and realistic discussions of false positives aren't going to sway these people much. The second common reason for objecting to selection systems is the belief that experience makes people better at figuring someone out and predicting their suitability for a job through intuition, hunches, reading between the lines, and other nebulous decision making. Indeed, as Highhouse mentions with the case of college football bowl championships and automated medical diagnostic tools, such soulless formulas and "cookbook medicine" may be outright derided and rejected.

Most practitioners would have little difficulty imagining or even recalling from memory these kinds of beliefs in action. Who hasn't had a hiring manager come in and insist that you explain why someone who passed your test is failing miserably on the job or demand that exceptions to the testing rules be made for a candidate who they have a really good gut feel for on account of some ineffable quality or some perplexing constellation of traits? For those of us who administer selection systems in organizations, these are the kinds of battles and challenges that we face daily, and many of us have come up with a list of well-rehearsed starting points for those discussions. Moreover, Highhouse, along with many of the people responding to his article in the same issue, provides some insight and suggestions not only for combating these attacks, but also for developing research programs to examine the issue scientifically.

To us, this seems like an obvious opportunity for scientists and practitioners to collaborate to address a question that hasn't really hit many researchers' radars yet. We know a lot, for example, about how job applicants react to selection sys-

tems and what we can do to shape those reactions without sacrificing the validity and utility of the tests. There's a whole healthy body of research out there on this practical problem that grew out of research on organizational justice and other theories. Why haven't many researchers tilted their attention slightly and developed a similarly robust body of research on the reactions of hiring managers and other stakeholders to selection systems? With a little research, we could learn a lot about how to implement, sell, and choose these kinds of tools.

And speaking of being hiring managers who want to "read between the lines," an article entitled "Exploring the Handshake in Employment Interviews" featured in a recent issue of *Journal of Applied Psychology* (Stewart, Dustin, Barrick, & Darnold, 2008) also caught our eye. In it, the authors note that we know a lot about what roles nonverbal cues such as smiling, eye contact, stance, and body language play in the employment interview, but for all its ubiquity, no one has scientifically studied the importance of the handshake that starts and ends almost every such meeting. The article reports their use of a clever research design to have students engage in mock interviews with real businesses where the qualities of their handshakes are systematically evaluated and related to personality measures and ratings of their interview performance. The researchers were particularly interested in the relationship between Extraversion (as measured by a personality test), handshake quality (in terms of strength, vigor, grip, duration, and eye contact), and global ratings of interview performance (though not for any particular job).

Their findings included the fact that not only was handshake quality related to interview ratings, but it was also related to measures of Extraversion. That is, more extraverted people tend to have "better" handshakes, at least according to the criteria set forth in the study. It was also interesting to note that handshake ratings mediated the relationship between Extraversion and interview ratings—the better the handshake, the stronger the relationship between Extraversion and ratings of interview performance.

So, what does this mean in relation to Highhouse's comments about reliance on intuition and subjectivity in selection systems? The authors of the article on employment interview handshakes seem to interpret their findings to mean that to the extent that Extraversion is a valid predictor of job performance, then "a quality handshake conveys something meaningful about the interviewee that is also reflected in the rating of employment suitability" (Stewart, et al., 2008). The handshake is, in effect, acting as a behavioral measure of Extraversion. Of course, although we're generally in favor of exploring behavioral measures of just about anything in the world of work, if this relationship between Extraversion and critical aspects of the job doesn't exist (or even if it just isn't appropriately researched and documented), then the handshake's influence upon interview ratings seems to shift into the same category as other common interview biases. An interviewer who factors in the quality of a handshake into evaluations of the candidate may be engaging in the kind of intuitive decision making that

Highhouse discusses in the article we described above, even if it does happen to correlate consistently with some known psychological construct.

Stewart and his colleagues certainly do practitioners a service by scientifically studying the effects and correlates of handshakes in the employment interview context, though. It's just another example of what we like to see when we go looking for research to feature in this column: someone taking a practical problem (or assumption) and putting it through the scientific wringer to see what falls out. The next step in this line of research will be to put more thought and study into what it means for practitioners: How do we put this knowledge into practice, and what does it mean for interviewers and interviewees sitting at the table?

In our last column, we highlighted work on ethical leadership, and given the number of corporate ethics-related scandals and stories that have emerged in the months since that column, it shouldn't be surprising that we return to the topics of ethics, this time focusing on ethical culture. Muel Kaptein's recent (2008) article in *Journal of Organizational Behavior* describes a series of four studies to develop and test a measure of organizational ethical culture, ultimately concluding with a 58-item self-report measure of seven "virtues" that comprise organizational ethical culture.

Kaptein's virtues include the virtues of:

- Clarity: This primarily refers to clarity of behavioral expectations.
- Congruency: This refers to the extent to which supervisors and managers behave congruently with the organization's behavioral expectations (i.e., not engaging in "do as I say, not as I do").
- Feasibility: This describes the extent to which conditions within the organization actually allow employees to behave in ethically desirable ways.
- Supportability: Does the organization provide support for employees to meet the normative expectations of the organization?
- Transparency: This refers primarily to the transparency of consequences of behaviors and the extent to which employees are able to understand the "why" of the organization's normative expectations.
- Discussability: Do employees have opportunities to raise and discuss ethical issues, or are those issues "taboo" for conversation?
- Sanctionability: When unethical behavior goes unpunished, others who see those behaviors believe that those behaviors are only undesirable *de jure* rather than *de facto* and may in fact be desired by management.

One of the benefits of this measure is that it grows out of a strong theoretical base and has a series of studies behind it to demonstrate its reliability, factor structure, and ultimately its validity. The author argues for its applicability across organizational and industrial settings, and although this may be debatable, it is clear that the measure was designed not to be industry or job specific but rather to apply to the wide range of organizational settings and normative expectations.

If we have one quibble with the work, it is simply that there is so much attention paid to the details of the individual studies that validate the measure

that little room is left in which to discuss the actual usage of the measure. We do, however, see this as a useful additional tool for managers and organizational leaders wishing to conduct diagnostics on their organizations' ability to encourage ethical behavior among employees, with clear implications for remediation when deficiencies are identified in specific "virtue" dimensions.

To wrap up our column this month, we're going to turn our attention to some work going on in the Academy of Management. We are delighted to learn about the work of the Practice Theme Committee within the Academy, and about their efforts to integrate practice issues into management scholarship. Some of the committee's specific charges are to:

- Encourage the Academy to become exposed to and provide exposure for application-oriented professional development opportunities.
- Raise the visibility of management practice as an important professional focus within the Academy.
- Coordinate support for the "scholarship of application" activities of Academy members.

These are ideas that are near and dear to our hearts, and we commend the Academy for explicitly focusing in this direction. Elena Antonacopoulou of the University of Liverpool Management School is chairing the committee, and we look forward to seeing the research that will come from this renewed focus (the Practice Theme Committee is being reconstituted after a period of inactivity) on the importance of scholarship focusing on and affecting organizational and managerial practice.

We first became aware of the new energy within the Academy's Practice Theme Committee because of sessions that were held at the recent AoM conference in Anaheim, held in August. The first session was entitled "Bringing Practice Back Into Our Scholarship: The Epistemology of Practice," and a second was entitled "Bringing Practice Back Into Our Scholarship: Setting an Agenda for Action." The sessions included such noted scholars as Chris Argyris, Jay Conger, Jean Neumann, Andrew Pettigrew, Jean Bartunek, and many others.

One of the questions the PTC is attempting to address through a variety of activities is "How do theory-driven questions compare to practice-driven questions? How can they be connected if the knowledge generated is to have impact?" One of the basic assumptions of **Good Science—Good Practice** is that there need not necessarily be differentiation between theory-driven questions and practice-driven questions—we try to highlight research that both advances theory and that provides direct practical information to practitioners.

Certainly, we don't mean to imply that practice issues have been unimportant within the Academy of Management. Several of the recent Academy presidents have strong practice orientations, and there is a long tradition within the Academy for practice-based research. We are delighted to highlight the extensive plans and strategies the Practice Theme Committee within Academy has for encouraging and promoting practice-oriented research and for linking

the needs of practitioners with the efforts of researchers. We applaud their efforts and look forward to the fruits of their many labors in this domain.


Keep the cards and letters coming. We're at jmadigan@ameren.com and marcus.dickson@wayne.edu.

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SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson¹
North Carolina State University



Greetings *TIP* readers, and welcome to the newest edition of the **Spotlight** column! At last, the month of January has arrived, which means it's time to throw on some shorts and flip-flops, grab your latest issue of *TIP*, and head outside for a leisurely afternoon in the park. Sound advice, I'd say, for those among us who are (a) gluttons for pain, (b) a wee bit delusional, (c) conducting an introspective experiment examining the effects of frostbite on the cognitive functioning of the North American psychologist, or (d) practicing in Chile, where the average temperatures in January regularly exceed a glorious 70 degrees Fahrenheit.

Do the cold winter months have you dreaming of packing your bags and moving your version of I-O psychology to a nice warm climate? If so, this column is for you! This issue's **Spotlight** provides an excellent overview of I-O psychology in Chile, which not only boasts warm weather but also offers a unique intellectual climate in which our field continues to thrive.

Industrial and Organizational Psychology in Chile

Antonio Mladinic
Viviana Rodriguez
Pontificia Universidad Católica de Chile

History and Development of I-O Psychology in Chile

Chile has had a long tradition of research and practice in the field of psychology. In 1889, a few years after independence was won from Spain, the government decided to place emphasis on education. For this reason, several prominent German professors were hired and included in the Chilean educational system. These professors introduced psychology in Chile. In 1908, the Universidad de Chile founded El Laboratorio de Psicología (laboratory of psychology). A few years later, the Pontificia Universidad Católica de Chile, as well as other universities, did the same. All of these laboratories were implemented under a strong European and North



¹ As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

American influence. Although such laboratories strongly focused on experimental psychology and education, they also began what we might consider the first studies of I-O psychology in Chile. One of these studies was related to the analysis of the “psychological and moral aspects” required for individuals’ success in a variety of occupations.

Due to the increasing number of services requested from the Experimental Psychology Laboratory, a larger institution was established at the Universidad de Chile in 1941, called the Institute of Psychology. This institution was set up to foster the development of research in psychology and to create future professional schools of psychology in Chile. During that decade, research in I-O psychology began in Chile. Some of the first issues to be considered included the evaluation of skills in workers, psychotechnical procedures, work conditions and their effects on workers’ health, as well as the production process. In addition, studies were conducted to select people for the army, industries, and large companies during that period (Bravo, 1983).

The first schools to grant university degrees in psychology were founded in 1947 at the Universidad de Chile and in 1957 at the Universidad Católica. Since their beginnings, each school included a department of work psychology. The 1960s proved to be a major period of development for I-O psychology thanks to the French professor Jean Cizaketti, who was a specialist in the selection of personnel and professional skills. He formed small groups of psychologists to investigate issues in staff selection and professional guidance. Results were applied in companies and schools (Bornhard, 1992). These advances, along with industrial and mining developments, stimulated developments in the field of I-O (Rodríguez & Villegas, 2007). However, very few psychologists were hired as staff members in these organizations’ human resource departments.

Due to the fact that Chile endured enormous economic and political difficulties during the 1970s, things only began to change in the 80s. During this time, important changes in the Chilean economic model occurred. Chile shifted from a centralized economy to a capitalist one. The economy opened up, new financial institutions were created, foreign companies began to swarm into the country, and the service industry as a whole began to develop. These changes didn’t only affect the private sector but also impacted the public sector, resulting in a decrease in the size of organizations and a greater demand for higher production levels. All of this generated a great need in companies for appropriate selection and recruitment procedures as well as staff training, which would endow personnel with the ability to quickly adapt to the new conditions and changing requirements of the market. A large number of I-O psychologists were hired to work in the areas of personnel selection and recruitment, training, organizational development, and human resource management.

In 1990, the country welcomed democracy, and changes didn’t cease to increase. Chile grew on average by 6.6% and significantly reduced its levels

of poverty. This allowed more people to access the market, which led to the development of new economic sectors. All of this, in addition to other social changes such as the incorporation of women into the workforce (who currently represent around 40%) and increasing levels of immigration, created a growing demand for I-O psychologists.

In this socioeconomic environment that supports professional practices of I-O psychologists in Chile, it is possible to estimate that there are around 1,700 I-O psychologists in our country within a total of 11,000 psychologists belonging to all disciplines. This estimate makes I-O psychologists the second most abundant type of specialist after clinical psychologists in Chile (Colegio de Psicólogos de Chile, 2007).

Regarding the work that I-O psychologists develop, the following areas stand out: individual assessment and selection, organizational consulting, training and marketing studies, development of work teams, and interventions in organizational development. Specifically, training activities are oriented towards supervisors and middle management, and they focus on developing work team leadership and decision-making skills. In addition to this, I-Os provide training for workers in need of a diverse variety of skills, especially within the sales area (Morales, Díaz, Scharager, & Sziklai, 1989).

In terms of hierarchy within organizations, it has been observed that psychologists frequently reach managerial positions (Makrinov, Scharager, & Molina, 2005).

Education, Research, and Publications

As previously mentioned, psychology began as an academic discipline by the end of the 1940s at Universidad de Chile. The two aforementioned universities that developed this academic program were the only ones that offered such a degree until 1981. After that year, new universities offering degree programs in psychology were established. Today, there are 45 universities that provide 118 programs towards a major in psychology.

Psychology is a professional career, which is why only courses related to this discipline are offered from the first year of the selected program. In general, the successful completion of 4 years of study will grant students a bachelor's degree. The goal of the fifth (and in some cases sixth) year of study is to prepare students with basic tools to develop professional skills in applying a specific area of psychology. Around 20% of students pursue I-O. This professional training prepares students to incorporate themselves into the work market.

Graduate programs haven't been developed as much due to a shortage of faculty with graduate education. Only recently have Chilean universities received professors with doctorate degrees from North American and European universities. Difficulties not only arise from the lack of local master's and doctorate programs, but also from the fact that there is great demand for

I-O psychologists in the work market, which makes academic careers in psychology less attractive.

Nevertheless, several master's programs in human resource development have been created, which have provided professionals with further training. Many such programs have been jointly developed with business schools. At the same time, in 1990, the Universidad Católica de Chile established the first doctorate program in psychology, which has allowed more students to merge formal academic studies with solid training as researchers in I-O. This program has been favored by Chilean public policies, which have focused on granting scholarships for career development and promoting the expansion of professionals dedicated to faculty work and research in academic fields in hopes of supporting the development of scientific knowledge in Chile. Increases in the number of academic researchers in the area of I-O psychology, especially at the School of Psychology at Pontificia Universidad Católica de Chile, have helped to elevate grant funding from Fondecyt (our National Science Foundation), which has contributed to an increase in the development of research lines, as well publications and international exchange. Some issues that are currently under analysis are occupational mental health, organizational justice, work-family balance, and the assessment of women leadership within organizations.

However, the spread of such local research projects has been restricted due to the lack of journals not only dedicated to I-O but to any area of psychology. Therefore, most research is published outside of the country. The only magazine that has managed to remain active over the course of 15 years is the journal *PSYKHE* (indexed in SCIELO, PsychInfo), which belongs to the School of Psychology at the Pontificia Universidad Católica de Chile and through which the most recent advances in psychological research in the country are relayed. This magazine incorporates articles from many different specialties in psychology including I-O. In fact, in 2002 a special edition was published dedicated entirely to I-O psychology in Chile.

Professional Organization

The institution that represents the professional scope of psychology in Chile is the Colegio de Psicólogos de Chile, A. G., which has existed legally since 1968 and has 3,500 members. Membership is not compulsory since 1980 and in fact no more than 35% of psychologists are members. Among those, most are clinical psychologists, who benefit from this institution due to the fact that it facilitates accreditation processes. Within the Colegio de Psicólogos, the Sociedad Chilena de Psicología Organizacional (Chilean Society of Organizational Psychology) was established in 1985 with the aims of expanding I-O psychology in Chile and providing a meeting place for professionals in this area. Unfortunately, it no longer exists, forcing organizational psychologists (especially those aiming towards academic work) to

become solely members of international societies for organizational psychology, such as SIOP.

The Future of I-O Psychology in Chile

Chile has not only grown economically in the past few years, but it has also undergone important social, political, economic, and cultural changes. Psychology in general and I-O psychology in particular have been influenced by these changes. Up to this date, I-O psychology has helped contribute solutions to current problems and issues. However, more emphasis must be placed on I-O as a science in order to develop and incorporate it in a way that will allow us to respond on more solid grounds to the challenges of the future. We think we are moving in the right direction.

Concluding Editorial

So there you have it—everything you need to know about I-O psychology in Chile as you scrape the ice off of your car windows and contemplate your migration to South America. As you can see, great progress has occurred within a relatively short period of time, providing hope for a future where our profession continues to grow and expand within Chile's evolving political, economic, and social landscape.

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Data, People, and Things—Oh My! Preparing for Project and Money Management in Graduate School and Beyond

Reanna Poncheri Harman, Tara Behrend, Jennifer Lindberg
McGinnis, Jane Vignovic, Amy DuVernet, and Clara Hess

Whether you are a first-year graduate student or within arm's reach of your degree, you certainly know the challenges of managing data, people, and things—managing research projects, managing RAs or TAs, and managing your schedule and resources. Whether you are pursuing a career in academia or the applied world, effective management practices are essential, and yet, our formal education often neglects these skills. In this column, we will provide you with practical advice about the type of management challenges you can expect and share some tips about how to prepare for these challenges in your future career.



L to R: Amy DuVernet, Reanna Poncheri, Tara Behrend, Clara Hess, Jennifer Lindberg, & Jane Vignovic

To help us learn about managing data, people, and things on the job, we asked successful I-O psychologists in university and applied settings to share some critical incidents from their first years on the job. Our academic expert is **Dr. Mo Wang**, an assistant professor of psychology at the University of Maryland. He received his PhD in 2005 from Bowling Green State University. Our applied expert, **Dr. Christina Norris-Watts**, is a project manager at APT, Inc. She received her PhD in 2004 from the University of Akron.

Our interviewees discussed some of the major challenges associated with managing projects, people, and budgets that they encountered when first starting their jobs. Both indicated that they felt very well prepared for the I-O part of their jobs—tasks such as designing a research study, teaching a class, conducting a job analysis, or running statistical analyses. However, they told us that they were far less prepared for the administrative details of their job, such as managing budgets and client relationships.

Project and People Management

Professionals in both applied and academic settings deal with project management as part of their day-to-day activities. In academic settings, this often takes the form of managing research studies or managing a research lab; whereas in applied settings, projects revolve around client relationships and producing deliverables. In *The Compleat Academic: A Career Guide*, Zacks and Roediger (2004) note that “the transition from conducting research in a lab to being in charge of a lab, even a modest one, can be daunting” (p. 135). Undoubtedly, the transition from being a member of a work team to manag-

ing client projects is equally daunting. Our interviewees pointed out some project management challenges and shared some advice to help graduate students prepare for and overcome these challenges.

Key Challenges:

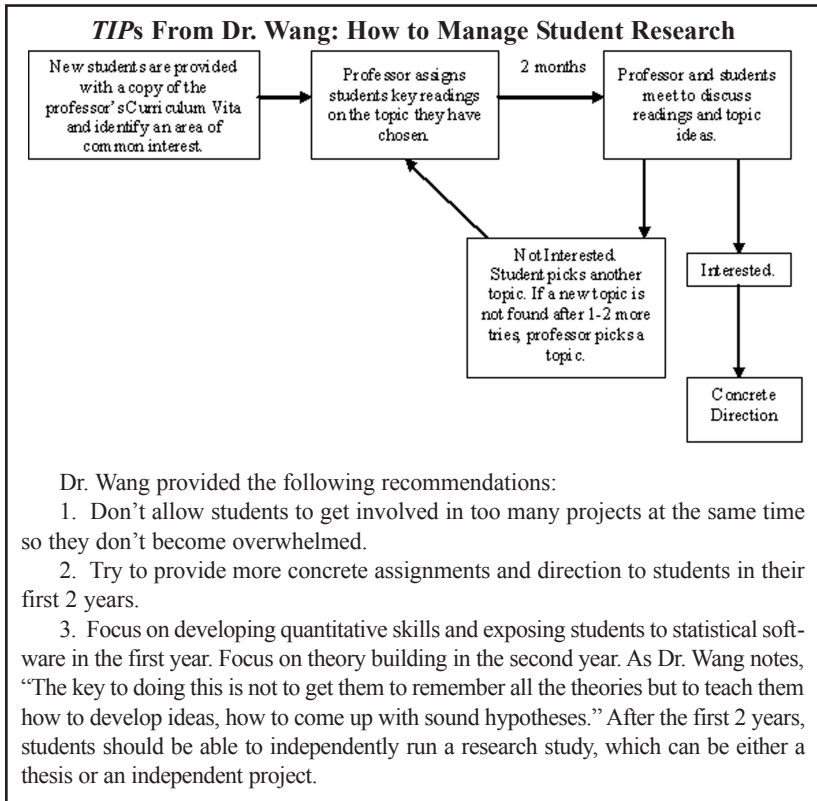
1. *Managing multiple projects.* There never is just one project to manage! Both of our interviewees have to balance multiple projects as part of their jobs. Dr. Wang discussed the challenges of running a research lab and conducting research studies, while balancing those priorities with other academic responsibilities, such as teaching and administrative duties. Not only is it important to balance one's own projects, but when managing others, it is essential to know the workload of your peers and direct reports so that you can effectively manage them. Dr. Norris-Watts noted the importance of managers finding a balance between setting deadlines for direct reports and meeting deadlines set by the client. She has found that, "The person you are working with always wants more time, the client always wants less time." Managing the workload of direct reports and deadlines can be tricky. In either case, projects can easily get off track if you don't balance them effectively.

2. *Knowing your audience.* When running his research lab, Dr. Wang has to know and understand his students' skills to make sure he gives them projects that are consistent with their different levels of experience. He notes, "It's important to identify each person's strengths and then apply that to the best positions you can find...Once you start to really know the person, you can start making better, more efficient task assignments." This applies to both graduate and undergraduate research assistants.

In the applied world, it can be all too easy to come across as removed or out of touch when working with clients if consultants fail to recognize the unique needs and preferences of each individual client. Dr. Norris-Watts talked about the importance of managing interpersonal interactions with clients. "The best projects are the ones where I really developed a strong relationship with the client. We work together collaboratively on the project. It's not me working in a vacuum and giving them output at the end. It's when I have their phone number memorized because I'm calling them at least once a day, if not more, and they're calling me that much too. And we're working together. That's what seems to make projects successful."

3. *Developing political savvy.* In any organization, it is important to understand the political dynamics that might be at work; if you don't, you will risk inadvertently putting your foot in your mouth and damaging relationships. It can also be difficult to know who to approach for help when you are new to an organization. In academic settings, Dr. Wang advises that your department head can be a key asset. "Always try to communicate with the department chair. If anything happens, the department chair is on your side because they hired you." Look for other faculty or colleagues to act as mentors too, as they can provide invaluable information about the inner workings of your organization.

4. *Managing others' work.* One of the key struggles when managing others is walking the fine line between providing too much direction or not enough. Dr. Wang provided us with some excellent insights related to how he manages student research. This should be helpful to those of you who are planning to pursue a career in academia as an example of how to approach managing your students. See “*TIPs From Dr. Wang*” to find out how he approaches this challenge.



How can I develop project management skills?

1. *Participate in a research lab.* This will provide you with good experience on many different levels. You will have the opportunity to collaborate with others, build your research record, and learn how to run a lab. Dr. Wang noted that the way he runs his research lab is based on his experiences in graduate school. There is no doubt that these skills will also be transferable to project management in an applied career.

2. *Do an independent research project from start to finish.* It can often be difficult to anticipate the many small challenges and obstacles when conducting research. It can be invaluable to have this experience in graduate school while you are still able to draw from the experience of your faculty in anticipating and solving these problems.

3. *Do an internship or contract consulting.* An internship provides applied experience and, according to Dr. Wang, will help you choose your future career. Dr. Norris-Watts pointed out that it is also an opportunity to ask questions and learn about project management from your supervisor.

How can I develop people management skills?

1. *In the applied arena, learn to listen to your clients.* Dr. Norris-Watts recounted a story about working with a client who did not want to use job descriptions that she had produced because they didn't "look and feel" consistent with the clients' image. Based on her experience, she advises graduate students to learn to listen. "Listen to what people are saying and don't discount something as important because you haven't learned it in a textbook. If it's very important to the client, it will keep coming up and that can be a major road block."

2. *In the academic arena, learn the politics of your current institution.* Dr. Wang discussed the importance of understanding how departments work. Although all institutions are different, there are a lot of similarities. One way to prepare for the challenges of managing relationships in the academic world is to learn about your faculty and department as a graduate student. Dr. Wang recommended serving as the graduate student representative at faculty meetings if that opportunity is available in your department so that you can get an idea of what happens at the meetings and how a department works.

Money and Time Management

Many graduate students understand the challenges associated with time management (all too well!), but many of you may be less familiar with managing budgets. During our interview, Dr. Norris-Watts noted, "Graduate school didn't prepare me at all for budgeting. Not at all!" Those of you who pursue an academic career will face challenges associated with managing your startup money and writing grants. Those pursuing an applied career will likely be required to create and manage budgets for your clients. Both Dr. Wang and Dr. Norris-Watts provided us with some excellent insights related to the key challenges associated with managing money and how this ties in very closely with the challenge of managing time.

Key Challenges:

1. *Writing grants and budgets.* Estimating beforehand how long something will take can be very difficult, especially if you have never worked on a similar project. However, you will be expected to do exactly this when initiating a new consulting relationship or applying for grant money. Your client or funding agency will expect you to write a budget that includes a specific number of hours for your time and, if you go over this number, you may not be able to recoup your costs.

2. *Compartmentalizing.* Learn how to divide your time into "your time" and "their time." Dr. Norris-Watts discussed the importance of being efficient with time when working on client projects. She notes that, although it may be

of personal interest to delve deeply into the research literature when working on a client project, it is not always the most efficient use of time. “Even though I might be interested in going down one research path and reading more articles, it isn’t central to the client, and...I don’t have time to do that.”

3. *Domain switching.* Academics often need to switch between the roles of “researcher,” “manager,” and “teacher.” Dr. Wang discussed the importance of developing an on-off switch once you are on the job so that you can mentally shift from one set of responsibilities to another.

How can I develop time and money management skills?

1. *Learn about budgets.* If you are working in an applied setting, ask to see the budgets for your projects. Your supervisor may not think to include you in the budgeting process as an RA or intern, but many will be happy to show you the budget if you ask. By seeing how other people budget for specific tasks, you can get a better idea of how much time you should estimate. You can also start estimating how long various tasks take by timing yourself when doing research, analyzing data, or writing a report. Take good notes about how long specific activities take you. Take a look at “*TIPS From Dr. Norris-Watts*” for some pointers on how to develop a budget for the first time.

TIPS From Dr. Norris-Watts: How to Develop a Budget

1. Capture all project steps. Think through all the steps of the project, and put together a clear, precise, and detailed project plan that lists these steps. Be aware of which steps will require the most resources to accomplish. Ensure all steps relate to the overarching goal of the project.

2. Determine resources. Determine the resources needed to complete all the project steps. When thinking about resources consider your and other’s time, materials needed, and anything the client will need to provide to you before you can complete the task.

3. Don’t underestimate. It is very easy to assume that a task will take you a lot less time than it actually will. Be brutally honest about how long it will take you to do every task. For example, think about how long it has taken in the past to write up an executive summary or run a statistical analysis. Did it ever work out exactly right the first time? Or did you need to run through multiple iterations? As you learned in grad school, things almost always take longer than you think they will.

4. Communicate the budget. Communicate the budget not just to the client but to others who will be working on the project. Get your team’s buy-in before budgets are sent to clients in order to ensure that you have scheduled everyone’s time appropriately. You and another team member may have very different ideas about how long a task will take; work this out beforehand.

5. Revisit the budget frequently. During the course of a project, check your progress against the budget to ensure that you are where you want to be. Make adjustments if you are running over budget.

2. *Understand and leverage the connection between money and time.* Dr. Wang advises that we should always “use money to buy time” when writing

grants or proposals. This can be done by budgeting for course releases or hiring research assistants to do some of the work. Although we may know how to do all the steps of a project, the most valuable use of our money is to free up our own time so that we can focus on the higher level skills that our projects require and provide others with the opportunity to learn and develop their skills.

3. *Take a course on grant writing.* Many universities have short courses or workshops you can take as a graduate student to improve your grant writing skills. Look at the course listings in different departments, such as public administration, communication, business administration, or education, to see if such a course is available to you.

Conclusion

Much of the advice provided by Drs. Wang and Norris-Watts centered around the theme of “practice makes perfect”—the best way to learn these skills is to spend time in graduate school teaching classes, participating in internships, networking, and taking on more responsibility in your research lab so you can understand the many challenges you will face once you graduate. It is also important to seek experiences that may seem peripheral right now—for instance, learning about grant writing, attending faculty meetings, networking and developing relationships in the applied world—but will benefit you greatly in your future careers.

A special thank you to our two interviewees, Dr. Wang and Dr. Norris-Watts, for their insights and contributions to our column. Stay tuned for our final column, which will focus on preparing for academic and applied careers!

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Climate Change and Organizational Psychology: What on Earth Can We Do?

**Stuart Carr
Massey University**

Melvin Sorcher, PhD, holds a Distinguished Professional Contributions (Professional Practice) Award from SIOP for the development of behavior modeling methodology for application in industry. Mel was principal of his own consulting firm specializing in CEO succession planning and executive evaluation, related organizational and individual issues, and leadership. Clients have been in all business sectors and have included more than 60 *Fortune* 100 companies. Most of this work has been with or at the CEO and senior executive levels in the U.S. and internationally. Previously, he was head of the GE corporate behavioral research group and the worldwide director of management development for a pharmaceutical company. He is an elected Fellow of SIOP and has served on professional committees and boards, including the Center for Creative Leadership. Mel has authored or co-authored four books and about 40 articles and chapters, including the *Harvard Business Review* article, February 2002, “Are You Picking the Right Leaders?” Books include *Beat-the-Odds Interviews* (2008) for new college graduates seeking first post-college jobs, *Predicting Executive Success* (1985), and *Changing Supervisor Behavior* (1974).

(1) Can you tell us a little about your project and related work in Westport, CT?

About a year ago, I was reading a magazine article about the pollution caused by nonbiodegradable shopping bags used to pack groceries at check-out. The environmental impact was awful. I thought that if we couldn't solve this simple environmental problem, we will never be able to deal effectively with any of the more complex environmental challenges. There was initial opposition to the idea from key people in the town administration that I approached. The chemical industry lobby also actively opposed it. A year later however, we were effective in bringing an ordinance proposal through town committees. The end result was a 25-5 YES vote to ban plastic bags from the whole community of Westport, CT.

(2) Does the psychology of work and organizations play a role in these activities?

Yes. In this case, for example, a number of principles from evidence-based science were effectively used. Strategically, it's just a matter of connecting the dots. The dots in the Westport case were findings from nine specific lines of theory and research: goal setting, expectations, persuasion, dissonance theory, communication (order of points, fear-arousing appeals), motivation (behavioral economics), decision making, creativity, and small group dynamics.

Goal setting. The main goal was to persuade the majority of the legislative body ($N = 36$) in a small town to pass an ordinance banning the use of nonbiodegradable plastic checkout shopping bags in the town. In my initial meetings with some of the legislative body to generate support, the group size was limited to 4–6 because it's easier to get focus and commitment from a group of that size.

Expectancy. More than half the members of the town body were opposed to the idea for several reasons, for example, inconvenience, don't like to tell people what to do, other priorities. I had to change their expectations. For example, on the night of the vote, I said, "After you vote tonight, you're going to go home, go to sleep, and wake up in the morning. If you vote NO to an ordinance, you've voted YES to continued pollution, toxic waste, and environmental decay. Will you feel good about that? Is this a legacy you'll feel good about? Will your children and grandchildren be proud of your vote? Or will they expect something else of you? And do you expect more from yourself?"

Communication. The way we communicated our position was based on the experiments about persuasion and opinion change that examined order of points in an argument, fear-arousing appeals, the power of overheard communication, immunization, and so on. These studies were exceptionally helpful in our early meetings as well as in the final pre-vote PowerPoint® presentation delivered to the legislative body by a small committee from this group.

Transformational leadership/succession planning. People are often motivated more by the fear of loss than by an opportunity to make a gain. I connected these two dots by telling four of the legislative body members (supportive ones) with whom I had worked that I would no longer take a leadership role in the ordinance process and that they would have to pick it up if this was to continue. As an outsider in the political system, I also knew that I could not be as effective as insiders in moving an idea through the system. As a result, these four people became very active. They did a great job.

Transfer of training. People who want to get something done are more likely to work effectively on it if they have the responsibility for doing it rather than just being told what to do. To encourage changed behavior after the adoption of an ordinance, a plan to introduce reusable shopping bags was outlined.

(3) How prominent is industrial and organizational psychology in the environmental/climate change field?

To the best of my knowledge, our profession is not at all prominent or even visible. What we did, in essence, in Westport was to practice some organizational psychology, more artfully than scientifically, as a blunt instrument.

(4) Could it be more so?

Yes. For example, I did have a chance to repeat something like this in California recently, although on a smaller scale. In this case, my only role was to coach the persons interested in blocking loggers from clear cutting a large area in a national park area. The park service wanted the clear cutting to prevent possible fires in the adjacent residential community. Many people in the community thought that the certain huge environmental impact of clear cutting would be far worse than the risk of fire. This application involved recommendations on how to communicate their position persuasively to local citizens, the park service, and a congresswoman. Although the logging had been set to begin shortly, the community group opposing it was successful in not only preventing it but in getting the park service to consider alternatives that would be more beneficial to the environment.

(5) From your own perspective, and with your experience, how could the profession help with the issue of managing climate change, do you think?

Typically, organizations of various kinds have great influence on environmental actions. Organizational psychologists should understand how people in organizations operate and how they think. They have a good chance to make the difference between success and failure on environmental and social goals, if they are willing and able to volunteer their time and take the initiative to find out where they can make a difference. In a real sense, it's psychological warfare because the objective is to change opinion and behavior on the part of opponents or people with no opinions. Whatever the case however, put together a set of sequential steps for presenting a convincing message to a group of people and for getting them to agree with it and act on it. Remember, agreeing and acting are not the same thing.

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ON THE LEGAL FRONT



Understanding the ADA Amendments Act of 2008 (ADAAA): Back to the Future?

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On September 25, 2008, President Bush signed the ADA Amendments Act of 2008 (ADAAA) into law, with an effective starting date of January 1, 2009. The act had support from a host of civil rights groups and businesses, and bipartisan support in the House and the Senate. The plain text of the statute reveals that the impetus for the amendments was that when Congress enacted the ADA in 1990, it expected that the definition of *being disabled* under the ADA would be synonymous with the definition *being handicapped* under the Rehabilitation Act of 1973 and that this “expectation” has *not* been fulfilled. The ADAAA targets four Supreme Court rulings and one major EEOC regulation. By our count, there are four major amendments, including:

1. The ADAAA overturns the ruling in *Sutton v. United Airlines* (1999) and its two 1999 “companion” rulings (*Murphy v. UPS* and *Albertsons v. Kirkingburg*) on “whether an impairment substantially limits a major life activity is to be determined with reference to the ameliorative effects of mitigating measures”;

2. The ADAAA overturns the ruling in *Toyota v. Williams* (2002), which “narrowed the scope” of being “substantially limited” with respect to “manual tasks”;

3. The ADAAA overturns EEOC’s definition of the term “substantially limits,” which required individuals to be “significantly restricted” with respect to a major life activity;

4. The ADAAA overturns the ruling in *Sutton* as it relates to the “third prong of the definition of disability” (being regarded as being disabled) and reinstates “the reasoning of the *Supreme Court in School Board of Nassau County v. Arline*, 480 U.S. 273 (1987), which set forth a broad view of the third prong of the definition of handicap under the Rehabilitation Act of 1973.”

These are critical changes that will enable ADA plaintiffs to more easily overcome the hurdle of proving they are *disabled* within the meaning of the ADA. Next, we first review the ADA’s definition of being disabled before discussing each of the major amendments.

Being Disabled Within the Meaning of the ADA

As discussed by Gutman (2000a, 2000b), ADA plaintiffs must prove (a) disability and (b) qualification before they can (c) state an adverse action based on being disabled. For example, in *McKay v. Toyota* (1997), McKay's prima facie burden was to prove the following three things:

- (1) that she is a disabled person within the meaning of the Act; (2) that she is qualified to perform the essential functions of her job with or without reasonable accommodation; and (3) that she suffered an adverse employment decision because of her disability.

The *McKay* ruling is typical of many other rulings both before and after this case. McKay was never permitted to prove parts 2 (qualification) or 3 (adverse action) because she was unable to overcome the hurdle in part 1 (that she is disabled within the meaning of the ADA).

Proving disability is itself a two-part challenge. First, the plaintiff must establish one of three prongs: (a) a current physical or mental impairment, (b) a record of such impairment, or (c) being regarded as having such an impairment. Second, the plaintiff must also prove that the impairment cited *substantially limits* at least one *major life activity*. The "substantial limitation" criterion has been a difficult part for plaintiffs to prove, and it is at the core of the ADAAA.

One of the major hurdles in this proof is that the EEOC's definition of "substantially limited" means there must be a *significant restriction* of the major life activity cited. The EEOC demands that comparisons must be made to "average" people, and the impairment must be relatively permanent. For example, moderate difficulty in walking (*Penny v. UPS*, 1997) and the inability to lift 25 pounds (*Williams v. Channel Master*, 1996) have failed the average-person test, and the effects of major surgery (*McDonald v. Pennsylvania*, 1998) and even major heart attacks (*Katz v. City Metal*, 1996) have failed the permanence test.

A final point to note is that working may serve as the substantially limited major life activity in the absence of other choices. However, the major caveat with *working* is that the individual must be excluded from a *broad* range of jobs. For example, in *McKay v. Toyota* (1997), McKay's carpal tunnel syndrome prevented her from performing secretarial work. However, she failed the substantial limitation test because her educational background qualified her for a broader range of other higher level jobs.

Four Major Amendments

Our choice of four amendments is, admittedly, arbitrary. There are more than four numbered statements in the ADAAA. We feel that these four amendments are the major conceptual alterations to the definition of being disabled.

1. External and Internal Mitigation Measures

This amendment relates to the central opinions by the Supreme Court in three 1999 rulings: *Sutton v. United Airlines*, *Murphy v. UPS*, and *Albertsons v. Kirkingburg*. All three rulings are examples of plaintiffs failing to prove disability within the meaning of the ADA. Of primary importance to Congress, the *Sutton* and *Murphy* rulings overturned Section 1630.2(j) of the EEOC's Interpretative Guidance relating to external mitigation measures. Accordingly:

The determination of whether an individual is substantially limited in a major life activity must be made on a case by case basis, without regard to mitigating measures such as medicines, or assistive or prosthetic devices.

The issue in *Sutton* was mitigation of visual impairments by eyeglasses. Two sisters were not hired as commercial airline pilots because they did not meet *uncorrected vision* requirements of the airline. They claimed that they were substantially limited in the major life activity of *working*. The Supreme Court ruled that a disability claim was inappropriate because their vision was corrected with glasses, even though the airline requirement did not take correction (i.e., glasses) into consideration in the hiring process. In addition, the plaintiffs had held jobs as pilots flying smaller aircraft, which limited their argument that they were substantially limited in the major life activity of *working*. Interestingly, the sisters did not claim the obvious; that they were substantially limited in the major life activity of *seeing*.

Of additional interest in *Sutton*, Congress estimated in the original ADA that 43 million Americans would be protected by the statute. As part of its reasoning for rejecting the claim in *Sutton*, the Supreme Court suggested that "corrected physical limitations" were different than most disabilities, that the number of Americans protected by the ADA would reach at least 100 million if that protection included visual impairments, and that that number would grow to 160 million if other forms of mitigation (e.g., hearing aids) were included.

That argument, however, was not applicable to *Murphy*. Here, the plaintiff was fired from a mechanic job that required driving. The Court ruled that *Murphy* was not substantially limited by high blood pressure because the condition was controlled by medication. In this case the Department of Transportation had certain blood pressure requirements for driver positions where safety was a concern, and that regulation led to *Murphy's* termination.

In *Kirkingburg*, the Supreme Court ruled that natural (or internal) mitigation (poor vision in one eye that was compensated for via adequate vision in the other eye) could be considered in determining disability. The plaintiff was excluded from driving by DOT regulations regardless of the fact that his driving record suggested qualification. The Court again ruled that the plaintiff was not substantially limited postmitigation and that the difference between seeing with one versus two eyes was not necessarily a substantial limitation in this particular case.

Interestingly, the ADAAA explicitly identifies a number of mitigating measures such as medication, medical supplies, hearing devices, oxygen, low-vision devices, and others. Some of these obviously would have been applicable to the *Sutton* and *Murphy* cases. It also includes “learned behavioral or adaptive neurological modifications” as in *Kirkingburg*. However, “low-vision devices” do *not* include “ordinary eyeglasses or contact lenses that are intended to fully correct visual acuity or eliminate refractive error.”

2. Manual Tasks

The ADAAA explicitly overturns the Supreme Court’s ruling in *Toyota v. Williams* (2002), a case discussed in the April 2002 issue of this column (Gutman 2002). The case involves an interesting side issue in *Sutton*, where Justice O’Connor noted that working as a major life activity was not written in ADA statutory language, but instead, in an EEOC regulation. In *Sutton*, Justice O’Connor seemed prepared to strike down working as a major life activity but did not do so because the defendant did not challenge the regulation. Accordingly:

Because the parties accept that the term “major life activities” includes working, we do not determine the validity of the cited regulations. We note, however, that there may be some conceptual difficulty in defining “major life activities” to include work, for it seems “to argue in a circle to say that if one is excluded, for instance, by reason of [an impairment, from working with others]...then that exclusion constitutes an impairment, when the question you’re asking is, whether the exclusion itself is by reason of handicap.”

The opportunity to address working as a major life activity presented itself again in *Toyota v. Williams* (2002). Ella Williams suffered from carpal tunnel syndrome. In prior carpal tunnel cases, plaintiffs generally cited working as the major life activity, but as in *McKay v. Toyota* (1997), they generally could not prove exclusion from a broad range of jobs. Ella Williams took a different route, claiming that her impairments substantially limited her ability to perform routine *manual tasks* such as lifting, housework, gardening, and so forth. Those impairments also prevented her from performing two out of four essential job functions required in her job, and Williams requested that she be excused from performing those tasks. Williams won at the 6th Circuit Court, but that ruling was overturned in a ruling written by O’Connor.

O’Connor accepted that manual tasks are a major life activity, but limited them to manual tasks “*central to most peoples daily lives*.” Accordingly:

While the Court of Appeals in this case addressed the different major life activity of performing manual tasks, its analysis circumvented *Sutton* by focusing on respondents inability to perform manual tasks associated only with her job. This was error. When addressing the major life activity of performing manual tasks, the central inquiry must be whether the claimant is unable to perform a variety of tasks central to most peoples

daily lives, not whether the claimant is unable to perform the tasks associated with her specific job. Otherwise, Sutton's restriction on claims of disability based on substantial limitation in working will be rendered meaningless because an inability to perform a specific job always can be recast as an inability to perform a class of tasks associated with that specific job.

O'Connor's list of acceptable manual tasks included performing household chores, bathing, and brushing teeth, each of which Williams admittedly could perform.

In overturning *Toyota v. Williams*, the ADAAA provides an extensive list of major life activities, including bending, learning, reading, concentrating, thinking and major bodily functions of the immune, digestive, respiratory, and reproductive systems. Also included are caring for oneself, manual tasks, and working.

3. Substantial Limitations

The ADAAA's explicit rejection of the EEOC regulation defining "substantial limitation" as "significant restriction" is a surgical provision that relates to cases such as *McDonald v. Pennsylvania* (1998) on major surgery and *Katz v. City Metal* (1996) on major heart attacks by defining a "transitory impairment" as involving an expected duration of 6 months or less. Thus, victims of heart attacks, strokes, accidents, and so on who are not expected to recover within 6 months are considered substantially limited within the meaning of the ADA.

4. Regarded as Being Disabled

This amendment is a bit more vague than the other three, if only because it cites *Sutton* as the basis. There are two possible connections.

First, the airline had an exclusionary rule that exceeded the Federal Aviation Agency (FAA) rule. The FAA rule permits airline pilots with corrective lenses as long as they correct to 20-20 visual acuity. The airline also required that uncorrected vision is no worse than 20-100. The plaintiffs satisfied the FAA rule but not the airline rule. Thus, the plaintiffs had a potential claim under the third prong that the airline rule effectively regarded them as being disabled.

Second, in *Sutton*, the dissent (by Stevens and Breyer) provided the following example of the implications of the majority ruling.

If the Court is correct that "[a] 'disability' exists only where" a person's "present" or "actual" condition is substantially impaired, ante, at 9-10, there would be no reason to include in the protected class those who were once disabled but who are now fully recovered. Subsection (B) of the Act's definition, however, plainly covers a person who previously had a serious hearing impairment that has since been completely cured. See *School Bd. of Nassau Cty. v. Arline*, 480 U. S. 273, 281 (1987). Still, if I correctly understand the Court's opinion, it holds that one who continues to wear a hearing aid that she has worn all her life might not be covered—fully cured impairments are covered, but merely treatable ones are not. The text of the Act surely does not require such a bizarre result.

Based on statutory ADAAA language, the reference to *School Board v. Arline* (1987) could be due to either of these connections. What is clear is that in *Arline*, the plaintiff suffered from tuberculosis and was fired after an episode of infectiousness. The ADAAA makes it clear that if impairments that are “episodic or in remission” must be evaluated for substantial limitations when they are “active.”

More generally, Congress expects the EEOC to revise enforcement policies to be consistent with the ADAAA. Therefore, whatever ambiguities do exist in the ADAAA should be ironed out when these enforcement policies are written.

Potential Consequences of the ADAAA

It is obvious that more people will be considered disabled after the ADAAA becomes active. Will this lead to substantially more ADA claims? Our speculation, based in part on recent employment discrimination issues that received exposure in the popular press, is that yes, claims will likely rise. More people will be protected under the ADAAA, and even if for some reason that number isn’t substantial, lawyers will want to test the boundaries and see how the ADAAA is interpreted by agencies and courts.

Because more claimants will likely meet the definition of being disabled, this necessarily means that more cases will end on issues of qualifications for the job and reasonable accommodation; the ADAAA does not amend these issues. For this reason we can’t say for certain that ADA claims will be “easier” to win post ADAAA, particularly because demonstrating/refuting qualification and reasonable accommodations usually aren’t light burdens. It may be reasonable to expect more plaintiff-friendly rulings post ADAAA if there are more ADA claims and different issues being considered in rulings. Regardless, understanding and measuring the essential functions of a job and developing and offering reasonable accommodations are likely more relevant post ADAAA simply because they will be evaluated more often in ADA investigation and litigation.

As described by McFadden-Papinchock (2005), I-O psychology expertise can play an important role in ADA work. Specifically, job analysis can play a central role in understanding job qualifications and what differentiates a reasonable accommodation from one that is unreasonable. I-O psychologists in employment and educational testing settings should be ready to reconsider their accommodation policies given that more and different disabilities will require accommodation, both in selection processes and on the job. Having standardized internal policies that allow for quick and reasonable responses to disabled applicants will be an important factor in determining essential qualifications and developing reasonable accommodations.

In addition, it will be important to develop measures of the knowledge, skill, and ability related to essential functions, in both traditional and accom-

modated formats. Understanding how traditional and accommodated KSA measures predict performance will also be an interesting issue in differentiating reasonable from unreasonable. I-O psychologists may also need to work closely with experts from other areas (e.g., biomechanics, clinical psychology, ergonomics, etc.) to develop ADA policies.

Unfortunately, it will be some time before the immediate consequences of the ADAAA are known. Although the amendments become active in January 2009, corresponding EEOC policy revisions aren't expected until much later in the year. Once those revisions are made and enforced, expect more time for a body of case law to develop that further clarifies what is a covered disability under the ADA and what isn't.

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Licensing and Industrial-Organizational Psychologists¹

Rob Silzer, Anna Erickson, and Rich Cober²
SIOP Professional Practice Committee³

Executive Summary

The licensing of industrial-organizational psychologists by state boards of psychology has long been a contentious issue in our profession. SIOP members have a range of strongly held opinions and the topic generates passionate discussions when it gets raised.

This article brings some new practitioner survey data to the discussion. Here is a high-level executive summary of the article.

Key survey conclusions

- A strong majority of all respondents (90%) consider themselves to be psychologists.
- A minority of full-time practitioners (21%) are licensed psychologists and only 8% of nonpractitioners are licensed. Across all respondents 25% indicate they are *not licensed but could be in my state*. Another 37% of respondents indicate that they are *not licensed but don't know whether they are eligible*.
- Only 29% of all respondents thought their graduate program prepared them *to a moderate extent* or *to a great extent* to meet licensure requirements, whereas 32% indicated *to no extent* or *to a little extent*. The rest responded *do not know*.
- Across all respondents, 66% indicated that individuals or their employer organizations could *potentially be harmed (i.e., experience financial or emotional distress) if someone without advanced training in behavioral science tried to do your work*.
- Across all respondents, 62% indicated that they would apply to be licensed *if licensing requirements were more appropriate for I-O psychologists*.

¹ This article includes some results from the Practitioner Needs Survey that was administered in early 2008 to the entire SIOP membership. A total of 1,005 members responded to the survey, resulting in a 37% overall response rate. An earlier *TIP* article on practitioner satisfaction with SIOP (Silzer, Cober, Erickson, & Robinson, 2008a) described the development and administration of the 2008 Practitioner Needs Survey. A summary of the results was presented at the 2008 SIOP conference in San Francisco (Silzer & Cober, 2008). The final survey report for the 2008 Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008b) is available on the SIOP Web site (<http://www.siop.org>).

² Author affiliations: Rob Silzer—HR Assessment and Development, Anna Erickson—Questar, Rich Cober—Marriott International.

³ All authors were active members of the SIOP Professional Practice Committee when the Practitioner Needs Survey was developed and administered and the results were analyzed.

APA Model Licensing Act issues

- APA is likely to finalize a proposed revision to the Model Act for Licensing and Certification of Psychologists in 2009. (However state boards of psychology are the actual licensing authority for psychologists and may take years to consider any revisions.)

Recommendations for SIOP

- Consider whether I-O practitioners are “psychologists” and whether SIOP members want to refer to themselves as psychologists. (Currently, all jurisdictions have laws that limit the use of the term psychologist to those who are licensed or who are specifically exempt, as in an exempt setting.)
- Support the efforts of Drs. **Vicki Vandaveer** and **Judy Blanton** who were appointed to the APA Task Force on the Model Licensing Act by the SIOP president to represent the professional interests of I-O psychologists and SIOP members. (They also represent other nonhealth-service-provider divisions, and Vicki also represents APA’s Board of Professional Affairs.)
- Continue to raise the awareness of all SIOP members to professional licensing issues and outline the implications for individuals and the SIOP membership. Regularly communicate to members on licensing issues.
- Hold a public forum or discussion on current licensing issues at the next SIOP conference.
- Initiate and complete the Practitioner Career Study (a job and career analysis to document the breadth of work engaged in by SIOP practitioners and the competencies and experiences required to succeed in various practitioner roles). Identify professional standards, competencies, and training for competent I-O practice.
- Initiate an educational effort to inform SIOP members of the current licensure laws and requirements in their home state (in addition to the state contact information listed on the SIOP Web site).
- Provide support for those SIOP members who want to become licensed (i.e., provide licensure information, conduct workshops, offer coursework, and organize supervised internships to meet licensure requirements in addition to the CE credits that we currently offer).
- Establish organizational contacts/liaisons with all state regulatory boards and the state psychology associations. Work to influence state regulatory boards for the benefit of SIOP members.
- Influence I-O psychology graduate programs to prepare graduate students who want to get licensed to meet state licensure requirements.
- Recommend standards and mechanisms that will help State Boards effectively evaluate I-O psychology applicants for licensure.

Background on Licensure

Periodically SIOP addresses the issue of licensure for I-O psychologists and reevaluates the SIOP position on the topic. Although there have been

other periodic reviews since, the last policy-changing review occurred about 10 years ago when several SIOP presidents (Sackett, Thomas, Borman & Campion, 1995) asked a task force to review the SIOP policy on licensure in reaction to the U.S. Circuit Court decision viewing title law as a restriction of speech and supporting a move from “title licensing acts to practice acts.”

Prior to the 1995 review the SIOP policy read:

- *“I-O psychologists should not have to be licensed. This position is based on three reasons:*
 - *the activities of I-O psychologists are directed toward organizations, not individuals,*
 - *people are not at risk of psychological damage due to I-O-related activities, and*
 - *many tasks performed by I-O psychologists are also performed by nonpsychologists.*
- *An I-O psychologist should be able to become licensed if he/she wishes or needs to be in a given jurisdiction.”*

A revised policy was recommended by an appointed task force and approved by the SIOP Executive Committee in 1995 (Campion, 1996). The new policy, reflecting a greater openness to licensure, stated:

Licensure of the title of “psychologist” and/or practice of “psychology” is restricted in many states. Concurrently, it is also true that many of the work and research activities of I-O psychologists are not unique to this discipline, do not pose a threat of harm to the public, and are not subject to licensure. In accord with these principles, SIOP has formulated the following policy on licensure:

- *SIOP recognizes that some states require that certain areas of I-O practice be licensed. SIOP members should be allowed to be licensed in these states if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I-O psychologist.*
- *A licensed I-O psychologist should be allowed to practice in another state for a reasonable period of time without having to obtain a license in that state (e.g., 60 days of professional services per year).*

The current SIOP policy includes a definition of practice of psychology that is identical to the definitions used by APA and the Association of State and Provincial Psychology Boards (which includes psychological testing and assessment, and the modification of human behavior). This definition can be found on the SIOP Web site. Other parts of the SIOP policy focus on the education and training of I-O psychologists, basic and research fields of psychology, and additional I-O fields. There is also recognition that:

Licensing boards of all types across the country and Canada are checking their laws and asking the legislatures to convert them to clear practice acts in which the practice is regulated as well as the title. The most likely outcome of this movement is that I-O psychologists’ activities will

be more tightly regulated and the practice of these activities will require a license. (Campion, 1996)

Since then there have been numerous reports of SIOP members having difficulty getting licensed in various states. The State Affairs Committee of SIOP, now headed by Judy Blanton, has made efforts to uncover these problems and to deal with specific cases. However, SIOP has not yet been willing to broadly support licensure for I-O psychologists or systematically work to influence state licensure boards to ensure that the requirements are appropriate to the field. There still is a significant and vocal group of SIOP members who are opposed to licensure for I-O psychologists.

For further reading we suggest you read the SIOP policy on licensing (see the SIOP Web site) and Judy Blanton's article on licensing issues for I-O psychologists (Blanton, 2006).

APA Model Licensing Act

In 2006 the APA Council of Representatives created a task force to update the APA Model Act for State Licensure of Psychologists (MLA). **Lois Tetrick**, then the SIOP president, asked Vicki Vandaveer and Judy Blanton to represent SIOP on the task force. Judy chaired a SIOP task force that formulated a SIOP position on the MLA revision, and Judy and Vicki have reported on the MLA in *TIP* (Blanton & Vandaveer, 2007).

The APA Task Force has had periodic meetings since October 2006 to discuss possible revisions. In 2007 a first draft of the revised MLA was distributed for comments and more than 10,000 comments were received. The APA link to the proposed revised Model Licensing Act is <http://forms.apa.org/practice/modelactlicensure/>. The APA task force is scheduled to meet again in December to discuss the comments and hopes to have a final draft in 2009. The MLA has the potential to impact I-O practitioners (Blanton & Vandaveer, 2007; Vandaveer & Blanton, 2007).

There are two central issues in the current licensing discussion (putting other issues aside for the moment)—title and practice activities.

*Title*⁴: The current law in the overwhelming majority of states, as well as in SIOP and APA licensing policy, is that individuals who want to use the title “psychologist” must be licensed. This is not expected to change in the future. Currently I-O psychologists are not exempt from this requirement in most states and are not expected to be exempt in the future.

*Practice Activities*⁵: Generally state practice law uses a widely adopted definition of the practice of psychology⁶ (used by APA, SIOP, ASPPB and many state boards) although the practice activities included vary across states.

⁴ Title Law—Laws, statutes, rules, and/or regulations that refer to the public use of any title or description of services incorporating the words “psychology,” “psychological,” or “psychologist,” or claims to be trained, experienced, or an expert in the field of psychology and offers to engage or engages in the practice of psychology for any person for a fee. Title use laws vary from state to state.

⁵ Practice law: Laws, statutes, rules, and/or regulations that refer to the actual practice of psychology by a covered person. Activities included under practice law vary widely from state to state but may include methods and procedures of understanding, predicting, and influencing

There are two groups of I-O practice activities that need to be considered:

- *Organization-focused activities.* These are the traditional I-O practice activities (job analysis studies, attitude surveys, selection testing, selection validation studies, designing performance appraisal systems, training, organization design) that serve the organization and typically do not involve working directly at the individual level. Although some group work might impact individuals.
- *Individual-focused activities.* These activities involve working with individuals using psychological principles, methods or procedures to assess and evaluate individuals on personal characteristics often for individual behavior change or for making decisions based on the interpretations that result in actions/decisions that affect people. These activities frequently involve psychological assessment and administering/interpreting psychological tests.

Most states currently have generic laws that include *organization-focused* activities in their description of practice. Many of those that exempt I-O practice make it clear that the exemption is only for organizationally focused activities. The revision of the Model Act attempts to differentiate these organizationally focused practice areas that have low likelihood of harm to individuals or organizations from direct services to individuals that have a greater potential for harm, and to exempt the former from licensure.

The *individual-focused* activities generally fall under the definition of the practice of psychology (used by APA, SIOP, and state boards). This is likely to continue to be included in the definition of practice in the future. Even jurisdictions that “exempt” I-O psychologists generally restrict this exemption to areas of practice that do not psychologically impact individuals.

Pros and Cons of Licensing

There are lots of positions and arguments put forward for why I-O psychologists should or should not be licensed. They are not mutually exclusive positions

behavior, such as the principles pertaining to learning, perception, motivation, thinking, emotions, and interpersonal relationships; the methods and procedures of interviewing; counseling, psychotherapy, psychoanalysis, and biofeedback; or administering and interpreting tests of mental abilities, interests, attitudes, aptitudes personality characteristics, emotion, and motivation.

⁶ “Practice of Psychology is defined as the observation, description, evaluation, interpretation, and/or modification of human behavior by the application of psychological principles, methods, or procedures, for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior and or enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health and mental health. The practice of psychology includes, but is not limited to, psychological testing and the evaluation or assessment of personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning; counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy; diagnosis and treatment of mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as psycho-educational evaluation, therapy, remediation, and consultation. Psychological services may be rendered to individuals, families, groups, organizations, institutions and the public. The practice of psychology shall be construed within the meaning of this definition without regard to whether payment is received for services rendered” [certain exemptions are noted, e.g., for teaching and research] (APA, 1987).

given the diversity of I-O practice activities listed above. Currently, at least 40 states include in their definition of practice of psychology some of the things that I-O psychologists do and therefore require licensure for those who do them. Many SIOP members are nevertheless not licensed. This, in part, is due to difficulty in meeting their states' licensing requirements, as they often include requirements that are inappropriate for I-O psychology. (This is because I-O psychologists typically have not involved themselves in their state's work to shape appropriate standards and requirements for I-O psychology.) In part, I-O psychologists not getting licensed also is related to graduate program faculty not making sure that I-O graduates are well informed about the state's licensing law and requirements. In either case, all I-O psychologists need to be aware of the title and practice laws in their state.

Some reasons suggested by SIOP members for getting licensed include:

- I want to call myself a "psychologist" and want to be in compliance with the state licensing law
- My primary professional affiliation is with psychology
- I provide psychological services that are covered by the licensure law in my state under the practice of psychology and do not want to be in violation of the state laws
- I think it is ethically appropriate to be licensed given my practice activities
- The work that I do has direct implications for the welfare of individuals
- I-O psychologists are not exempt from the licensure in over 40 states
- I am affiliated with a firm that identifies as providing psychological services
- Being licensed increases the credibility of I-O practitioners and the profession of I-O psychology
- Licensure is a requirement for application for Diplomate status (ABPP)
- Licensure is required for professional liability insurance

Some of the reasons suggested by SIOP members for not wanting to get licensed include:

- I do not call myself a "psychologist" when I practice
- I do not perform any practice activities that are covered under the state law as defined as the practice of psychology
- I do not believe I should be restrained in doing my work when others doing the same work are not under the same restraint
- It might require accreditation of I-O psychology graduate programs, and we must avoid that
- I might be required to get licensed whether I want to or not
- Licensing for I-O psychologists would not protect the public from harm
- The current licensing requirements and procedures are not appropriate for I-O psychologists and the accreditation of internships is difficult
- I have never been asked by clients if I am licensed
- I have never felt I was restricted in my practice activities because I was not licensed
- I am in an academic position and do not have an I-O practice

Practitioner Needs Survey

Because licensing for I-O psychologists is again on the front burner for SIOP, given the APA Model Licensing Act update initiative, we thought it would be timely to include some licensing-related questions in the Practitioner Needs Survey that was administered early this year. Below are the survey results related to licensing issues. The complete final survey report for the 2008 Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008b) is available on the SIOP Web site (<http://www.siop.org>).

Identification as a Psychologist

Several questions related to licensing issues were included in the survey to gauge the current views of SIOP members. One important central question asked, *Do you consider yourself to be a psychologist?* A large percentage of respondents in all groups responded yes, although the percentage was slightly lower for nonpractitioners:

	% responding yes (Consider self a psychologist)
Full-time practitioners ⁷	87%
Part-time practitioners	92%
Occasional practitioners	94%
Nonpractitioners	77%

This suggests that an overwhelming percentage of respondents see themselves as psychologists (see Figure 1). SIOP decision makers should keep this in mind as they negotiate with APA for psychologist status for SIOP Members and Fellows.

Licensed as a Psychologist

The key licensure question asked, *Are you a licensed psychologist?* Responses are presented in Figure 2. Approximately 21% of the full-time practitioners who responded to the survey are licensed, but only 8% of nonpractitioners are licensed. Nonpractitioners are educators and researchers who may see little need to be licensed in their professional work, whereas full-time practitioners may have a greater need to get licensed because of the nature of their practice work in organizations and in consulting with clients. Another 24%–30% of respondents in each category indicate that, although they are not licensed, they could be.

It is surprising to see the large numbers of respondents in all categories

⁷ Respondents were categorized based on the amount of work time spent on practice activities. Respondents were asked to identify the “proportion (%) of work time devoted to being a practitioner versus educator (academic setting) versus scientist/researcher.” Based on their responses four practitioner categories were identified:

- *Full-time practitioners*: 70% or more of work time as a practitioner
- *Part-time practitioners*: 21–69% of work time as a practitioner
- *Occasional practitioners*: 1–20% of work time as a practitioner
- *Nonpractitioners*: 0% of work time as a practitioner

Do you consider yourself to be a Psychologist?

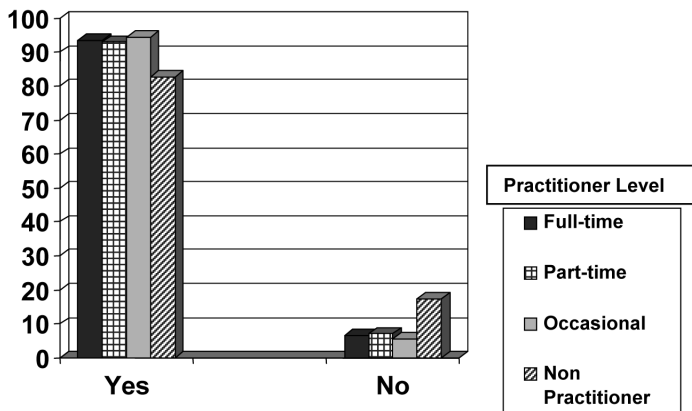


Figure 1. Self identification as a psychologist.

Are you a licensed Psychologist?

Fellows & Members

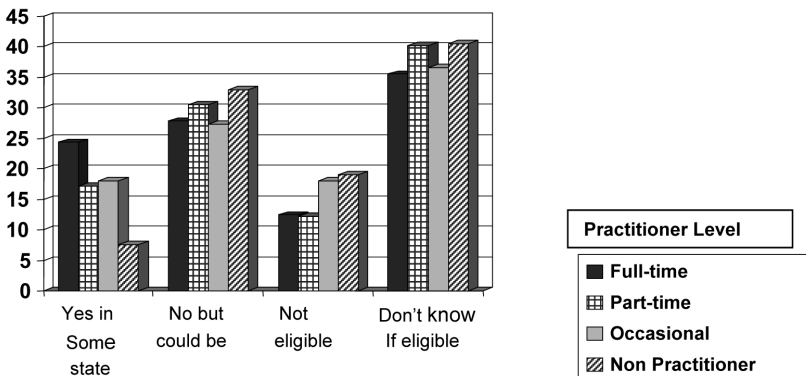


Figure 2. Licensure status.

who are not sure whether they are eligible or not for licensure in their state, ranging from 36%–43% in each category. Only a relatively small percentage of respondents in each category indicate that they are not eligible to be licensed in their state. Based on additional survey data, approximately 80% of the total respondents are not licensed in any state, 17% are licensed in one state, and 3% are licensed in two or more states.

Several other questions related to getting licensed in states other than the respondents' home state. Generally the response rate to these questions was low. The first of these questions was, *Over the last 12 months, in how many states—other than your home state—have you practiced for more than 60*

days? Across all practitioner categories, the strong majority of respondents (76%–93%) selected *zero*, with occasional and nonpractitioners selecting *zero more often than full-time practitioners and part-time practitioners*. Far fewer respondents selected *one* state (2%–13%), *two* states (2%–5%), *three* states (0%–2%), or *four or more* states (1%–4%). It is interesting to note that 20% of full-time practitioners and 24% of part-time practitioners (and 18% of the total sample) are licensed in one or more states *other than their home state*.

The final licensing question in this area was, *In how many states have you applied for a license and been rejected?* For the total sample, 99% of the respondents indicated there were zero states to which they applied and were rejected. Only 12 respondents (.01%) indicated they were rejected in another state, and 6 of those respondents said the reason was that they did not meet the supervised experience requirement (other responses were varied).

Licensure Preparation and Professional Training

There were a wide range of responses to the question: *To what extent did your graduate program adequately prepare you to meet licensure requirements?* A relatively small percentage of respondents in each practitioner category (24%–31%) thought their graduate program adequately prepared them “to a great extent” or “to a moderate extent” to meet licensure requirements (See Figure 3). A comparable percentage in each practitioner category (24%–39%) thought their graduate program prepared them “to no extent” or “to little extent.” This may reflect varying licensure requirements across states as well as varying levels of preparation by different graduate programs. There was little response variance across the practitioner categories, although occasional practitioners were somewhat more likely to report lower levels of preparation.

To what extent did your graduate program adequately prepare you to meet licensure requirements?

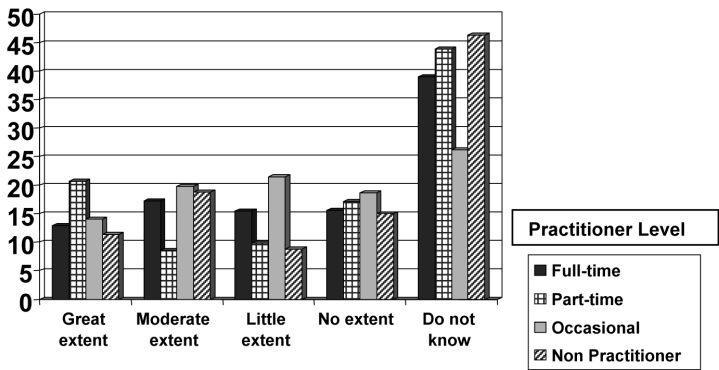


Figure 3. Extent graduate program prepared you for licensure.

Preparation and Training

By far, the most respondents—ranging from 27%–47% across the Practitioner categories—indicated that they “did not know.” These respondents are probably not licensed and have not investigated what the requirements are for being licensed in their state. These responses mimic the responses of “don’t know if eligible” in the previous question.

Potential for Public Harm

In order to determine if respondents thought there were risks if nonqualified individuals performed their work they were asked, *Could individuals or their employer organizations potentially be harmed (i.e., experience financial or emotional distress) if someone without advanced training in behavioral science tried to do your work?* Full-time practitioners, part-time practitioners, and occasional practitioners differ somewhat from nonpractitioners in their responses to this question (See Figure 4). Respondents in the first three practitioner categories see a greater potential for harm (“very likely” or “somewhat likely” = 71–77%) than nonpractitioners (51%). This suggests two conclusions:

- SIOP Members and Fellows that are involved in some level of practice activities (the first three practitioner categories) see a relatively high likelihood for potential harm to individuals and organizations, most likely based on their practice activities.
- Nonpractitioners are more likely to see harm as *somewhat or very unlikely* because their work activities (education and research) may be seen as having less direct effect on “experiencing financial or emotional distress,” although slightly more than half *do* see potential for harm.

Could individuals or organizations be
harmd if someone without advanced
behavioral training tried to do your work?

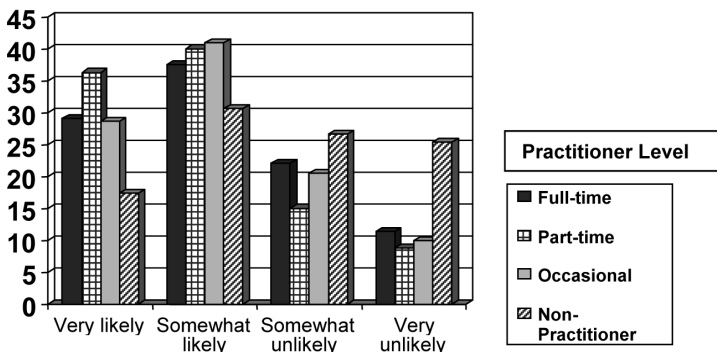


Figure 4. Potential for harm to individuals or organizations.

Member Interest in Licensure

To gauge general interest in being licensed, respondents were asked, “*If licensing requirements were more appropriate for I-O psychologists, would you apply to be licensed?*” The majority of respondents in each practitioner category (except nonpractitioners) responded “yes.”

	% responding - Yes would apply (if appropriate requirements)
Full-time practitioners	64%
Part-time practitioners	68%
Occasional practitioners	59%
Nonpractitioners	47%

These results suggest that many SIOP Members and Fellows would apply to get licensed if SIOP could negotiate appropriate licensure requirements for I-O psychologists.

Conclusions

APA has initiated a revision of the Model Licensing Act that has far reaching implications for the profession of I-O psychology. SIOP needs to be actively involved in influencing this process for the best interests of I-O psychology.

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SIOP's Program Lineup for the 24th Annual Conference

John C. Scott
Program Chair, SIOP 2009 Conference
APT, Inc.

The 2009 SIOP conference program is shaping up to be one of the best ever! The Program Committee has worked tirelessly this past year to assemble an outstanding lineup of theme tracks, featured speakers, Friday Seminars, communities of interest, volunteer activities, and other special events. We also have some historic firsts for a SIOP conference, including invited addresses by the presidents of APA and SHRM as well as media coverage by *Human Resource Executive Magazine*. Add to this the hundreds of peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content, and this is clearly a conference you will not want to miss.

Theme Tracks

This year's two theme tracks, which will convene on Thursday and Saturday, will each provide a thought-provoking day of integrated programming designed to take a deep dive into critical issues that affect a broad range of SIOP members. Please see the articles by **Denise Rousseau** related to Thursday's theme track (I-O Psychologists as the Vanguard of Evidence-Based Management) and **Sara Wiener** related to Saturday's theme track (The Role of I-O Psychologists in Corporate Social Responsibility) in this *TIP* issue. These two tracks will be running concurrently with 18 other tracks that will feature our excellent, peer-reviewed sessions. *Note: Seven hours of CE credit are available for attending an entire track. No partial credit will be given.*

Friday Seminars

Four outstanding seminars have been assembled that will add significant value to any attendee's conference experience. Led by prominent thought leaders and covering cutting-edge topics, these sessions offer an exceptional opportunity to broaden your horizons and stimulate your thinking. Note that CE credits are offered and advance registration is required for each of these sessions. Please see the registration book article by **Russell Johnson** for a full description of the 2009 Friday seminars.

Master Collaboration Series

Most agree that collaboration between researchers and practitioners is essential for advancing our field, and this session brings this desired partnership to life. You will see firsthand the results of a highly successful collaboration between a leading researcher and a leading practitioner who have advanced the study and practice of team development and effectiveness. Please see the separate article by **Linda Shanock** describing this innovative and stimulating session.

Invited Addresses

We are very fortunate to have two celebrated keynote speakers join our conference this year: Dr. Peter Gollwitzer, professor of Psychology at NYU, whose research spans social psychology, cognition and perception, neuropsychology, and I-O psychology will be discussing the question of how goals and plans affect cognition and behavior; our second keynote is Dr. James H. Bray, who is the 2009 president of the American Psychological Association, an associate professor of Family and Community Medicine and Psychiatry at Baylor College of Medicine, a NIH funded scientist, and a Fellow of 12 APA divisions. He will focus on the future of psychology practice and science education.

Concurrent Sessions

We received over 1,250 submissions for the 2009 conference and by all accounts will have a significant number of very high-quality sessions in store this year. These sessions will be presented in a variety of formats including symposia/forums, roundtable/conversation hours, panel discussions, posters, debates, and master tutorials. In addition, we will have addresses from our SIOP award winners, key committee reports, and an update from the fall consortium on executive coaching.

Communities of Interest (COI) sessions

The COI sessions are rapidly becoming a big hit with SIOP conference attendees. These sessions are a great way to network with like-minded colleagues and to share knowledge and stimulate ideas in your areas of interest. We have an excellent lineup of 12 COI sessions this year. Please see the article by **Anthony Adorno** describing this year's COI's.

Volunteer Activities

In conjunction with the Saturday Theme Track on corporate social responsibility, SIOP will be arranging one off-site and several on-site community outreach activities in New Orleans. Please see the Saturday Theme Track article by Sara Weiner and her committee for complete details on the events. We certainly hope you will take advantage of these tremendous opportunities to volunteer.

Appreciation

Putting together our annual conference is a massive team effort involving hundreds of incredible volunteers. Though there are just too many people to list by name here, I do want to recognize some key individuals. This starts with the Past Program Chair **Steven Rogelberg** and the Program Chair-in-Training Sara Weiner, who comprise the Strategic Program Planning Subcommittee. They are essential to the design, planning, and execution of the program. I would also like to thank the program subcommittee chairs: Anthony Adorno, Russell Johnson, Denise M. Rousseau, Linda Shanock, **Mo Wang**, and Sara Weiner. And as always, none of this would be possible without the great work of SIOP Executive Director David Nershi and his Administrative Office staff in Bowling Green.

Thursday Theme Track

I-O Psychologists as Leading Edge in Evidence-Based Management

Denise M. Rousseau, Carnegie Mellon University

Rob Briner, Birbeck College

Jodi Goodman, University of Connecticut

Robert Greene, Reward\$ystems

James O'Brien, University of Western Ontario

Jayne Speicher, Pradeo

Sara Rynes, University of Iowa

The SIOP Thursday Theme Track on April 2, 2009 will be a full day of cohesive programming including presentations, tutorials, and panel discussions. This theme track is designed by a specially appointed committee as a “conference within a conference” to appeal to both academics and practitioners and reflect a cutting-edge topic or trend. The focus of the 2009 Thursday Theme Track is evidence-based management.

The Thursday Theme Track will address an emerging movement engaging scholars, practitioners, and educators in closing the research–practice gap. Contemporary managers and their decisions are heavily swayed by fads and the promises consultants make. I-O psychology, with its large placement of discipline-trained professionals in industry has long been an exemplar of how science can influence management practice. Nonetheless, more work still is needed to promote the broader use of scientific evidence in organizational decision making. Improving the uptake of science in organizational practices requires a fresh approach that links scholars, practitioners, and educators.

Evidence-based management (EBMgt) separates effective practices from fads and hype. EBMgt means making organizational decisions based on scientific and practice-informed facts, in conjunction with managerial judgment and ethics. Managers practicing EBMgt learn how to obtain and use the best available evidence to inform their decisions. Educators prepare practitioners for ongoing learning throughout their career regarding scientific developments relevant to their decisions. Scholars, working with practitioners to identify critical practice questions, conduct systematic reviews to assemble the full body of relevant quantitative and qualitative research to provide evidence-based answers and guides to implementation.

This theme track provides an understanding of the principles and practices of the emerging evidence-based practice movement and its implications for I-O psychologists. Participants will learn approaches useful to them as researchers, educators, and practitioners in supporting better access and use of evidence in making better organizational decisions.

We hope you will join us for provocative idea sharing. A brief summary of the Thursday theme track is presented below, along with a list of invited presenters.

OPENING KEY NOTE: The First Ten Years of Evidence-Based Management—and the Next

Keynote speaker, Dr. Anthony Kovner, is a founder of the evidence-based management movement. He relates its history, trends, and critical issues and compelling reasons why I-O psychology is positioned to move it into the mainstream of teaching, practice, and research.

Session Chairs: Denise M. Rousseau, Carnegie Mellon and **John Scott**, APT, Inc.

PRESENTATION /DISCUSSION: Evidence-Based Practice as a Decision Science: Fundamentals of Evidence-Informed Decisions

John Boudreau, University of Southern California

Evidence-based practice is more than benchmarking and best practices. It is mindful decision making to design effective processes for recurring and novel decisions managers and other practitioners make. I-O psychology research informs how best to make both kinds of decisions evidence-informed.

Session Chair: Anthony Kovner, New York University.

PANEL: Practicing I-O Psychology From EBMgt Perspective— Is This What We Do Now?

Panelists:

Robert Greene, Reward\$ystems

Jayne Speicher, Pradeo

Marcus Champ, Griffith University

Ben Schneider, Valtera

Sara Rynes, University of Iowa

From selection and training through team building and developing a service culture, the practice of I-O psychology has a deep evidence-base. This panel addresses the array of challenges to overcome in use evidence in everyday organizational practices.

Chair, Robert Greene, Reward\$ystems.

TUTORIAL: Conducting Synthetic Reviews as a Basis for Evidence-Based Practices: Beyond Meta-Analyses

Facilitator/Instructors: **Rob Briner**, Birbeck College, and David Tranfield, Cranfield

E-B practices depend on access to and dissemination of cumulative evidence. This mini-tutorial provides guidance in conducting systematic reviews (SR), an effective means of summarizing a body of scientific evidence to answer a practice question. SRs go beyond meta-analyses, including studies using diverse methods, address conditions of use, contextualization of findings, and future applications.

Session Chairs, Jodi Goodman, University of Connecticut, and Jayne Speicher, Pradeo.

**PRESENTATION: Teaching From an Evidence-Based Perspective:
Frameworks, Tools, and Lessons Learned**

Teaching I-O psychology, and related management topics, from an evidence-based perspective has a distinct paradigm, based upon extensive research on learning and transfer. Experienced EB teachers will address effective approaches to teaching I-O psychology and organizational behavior via development of critical thinking, learning goals and their evaluation, focusing upon key research-based principles, and active practice.

Presenters:

Jodi Goodman, University of Connecticut

James O'Brien, University of Western Ontario

Denise Rousseau, Carnegie Mellon University

Session Chair: James O'Brien, University of Western Ontario

CLOSING KEYNOTE: SHRM President Laurence (Lon) G. O'Neil

Perspectives on EBMgt are provided by the head of SHRM, the world's largest human resource management association, representing more than 245,000 professionals in 130 countries. Lon O'Neil is formerly senior VP and CHRO Kaiser Permanente.

Session Chair: **Gary Latham**, University of Toronto.

Saturday Theme Track

Corporate Social Responsibility

Sara Weiner, Kenexa

Peter Bachiochi, Eastern Connecticut State University

Alessia D'Amato, Center for Creative Leadership

Stephen Dwight, Novo Nordisk Inc.

Michele Ehler, Target

Adam Grant, University of North Carolina at Chapel Hill

John Howes, Nike

Deborah Rupp, University of Illinois at Urbana-Champaign

Daniel Turban, University of Missouri

The SIOP Saturday Theme Track on April 4, 2009 will be a full day of cohesive programming composed of presentations, symposia, interactive poster sessions, a research incubator, and a discussion session. This theme track is designed by a specially appointed committee as a "conference within a conference" to appeal to both academics and practitioners and reflect a cutting-edge topic or trend. The focus of the 2009 Saturday Theme Track is corporate social responsibility.

The Saturday theme track will focus on one of the most critical issues facing the business world today: the responsibility of organizations to their communities, society, and the environment, and the role I-O professionals play in meeting those responsibilities. Many organizations wrestle with how to embed corporate social responsibility/sustainability (CSR) into their business, how to measure its impact, and the rationale for sustaining it as a business priority. Whether because of “push” or “pull” factors or both, many organizations today perceive a mandate to focus on CSR. Although in some organizations CSR has been conceptually adopted, execution may fall short of expectations. In other organizations, CSR has been incorporated into the fabric of the business with clearly articulated benefits. This theme track will highlight the role that I-O psychologists can play in driving CSR within global, multinational, and single-nation organizations. This conference within a conference will leverage decision makers, researchers, and practitioners all prominent in their areas to further develop the thought leadership on the role of business in society, to discuss theoretical underpinnings that will encourage empirical research, and to identify and address drivers of and obstacles to successful implementation of CSR principles.

We hope you will join us for what will clearly be a provocative day of frank discussion and deliberation on this universally relevant issue.

A brief summary of the Saturday theme track is presented below along with a list of invited presenters.

INTRODUCTION: Corporate Social Responsibility Theme Track and Keynote

Saturday Theme Track Committee Chair: Sara Weiner, Kenexa

KEYNOTE SPEAKER: Ingar Skaug, Group CEO Wilh. Wilhelmsen ASA and Chairman of Board of Center for Creative Leadership

This keynote session will set the stage for SIOP's 2009 Saturday theme track covering the following areas: interweaving CSR/sustainability into the fabric of the business: the corporation's angle; CSR/sustainability as a driver for innovation and opportunities: beyond legal requirements; strategic planning and CSR/sustainability.

SPEAKER: Cynthia Williams, Professor, University of Illinois College of Law: The CSR Trend in Global Business: Global Banks as Global Regulators

This session will cover the following areas: overview of the CSR Trend in Global Business, an examination of one industry (banking) and the CSR standards being developed in that industry, and implications within the firm and for employees of firms that are CSR leaders.

Session Chair: Deborah Rupp, University of Illinois at Urbana-Champaign.

PANEL DISCUSSION: Corporate Social Responsibility (CSR) at Work: Examples of CSR Practices in Organizational Settings

Panelists:

Mathian Osicki, IBM

John Howes, Nike

Katrina Eckard, Starbucks

Rebecca Borden, Sun Microsystems

Michele Ehler, Target

A panel of I-O psychologists from companies recognized for strong CSR will share their organizations' innovative practices. Each will describe their organization's vision, culture and values, the role I-O can play enhancing these efforts and the organization's business case for CSR.

Session Chairs: Stephen Dwight, Novo Nordisk Inc.; John Howes, Nike

SYMPOSIUM: Leadership for CSR/Sustainability: A Global Perspective

This symposium offers theoretical insight and empirical results focusing on the nature of effective leadership oriented toward corporate social responsibility/sustainability and ethical leadership. The objective is to further the understanding of the dynamic nature of such leadership and to address practical issues pertaining to the development of leadership that can deal with CSR/sustainability and the complex demands of a global society.

Papers and presenters:

1. *Corporate Social Responsibility at the Upper Echelons of Organizations: Toward an Understanding of Decision-Making Values and Leader Behavior.* **David A. Waldman**, School of Global Management and Leadership, Arizona State University, Mary Sully De Luque and Nathan Washburn, Thunderbird, The Garvin School of International Management, Glendale.

2. *Assessing Globally Responsible Leadership: Beliefs and Practices.* **Laura Quinn**, Center for Creative Leadership/University of Colorado, Colorado Springs.

3. *Social Learning Effects of Ethical Leaders on Employee (Un)ethical Behavior.* **David M. Mayer**, University of Central Florida, **Jay B. Carson** and Maribeth Kuenzi, Southern Methodist University, David De Cremer, Tilburg University.

4. *Engaging Employees as Citizens.* Philip Mirvis, Senior Research Fellow, Boston College Center for Corporate Citizenship.

Session Chair: Alessia D'Amato, Center for Creative Leadership.

POSTER SESSION: Public Engagement: Service Learning Projects in the Classroom

Service learning projects integrate student instruction and learning with community service as students apply and develop relevant knowledge and skills completing projects for not-for-profit organizations. These posters

describe various service learning projects to share knowledge and practices and encourage interested faculty members to use SLPs in their classes.

Posters and presenters:

1. *Collaborating With Not-for-Profit Organizations to Foster a GREAT Student Experience.* **Robert T. Brill**, Moravian College.

2. *What Can Be Learned From Service Learning?* **Kenneth G. Brown, Bennett E. Postlethwaite, Steven D. Charlier**, Deborah Lindell, Michelle McQuistan, and Kelly Sass, The University of Iowa.

3. *Dedicated to Letters and All the Arts: Can an Educational Experience Make an Impression? Service Learning as a Possible Tool for Creating Responsible Organizational Citizens and Sustainable Business.* **Anne E. Herman**, Kenexa Research Institute, **Lynn K. Harland** and David Ambrose, University of Nebraska Omaha.

4. *Lessons Learned From Community-Based Service-Learning Projects Involving Students Enrolled in Industrial-Organizational Psychology and Personnel Psychology Courses.* **Christopher W. LeGrow**, Marshall University.

5. *Assessing Communication Skills: A Service Learning Example.* **Morell E. Mullins, Christina Fleck, Bridget McNamara, Erik Naimon, and Trista Stark**, Xavier University.

6. *International Service-Learning: Lessons From South Africa.* **Dan Sachau**, Scott Fee, Ashley Johnson, and **Joshua Wittrock**, Minnesota State University, Mankato.

Session Chair: Daniel Turban, University of Missouri.

SYMPOSIUM: Behavioral Ethics: Linking Managerial Ethics and Corporate Social Responsibility

This session aims to strengthen the ties between ethics and CSR research by taking a multilevel perspective on behavioral ethics and the larger CSR context in which it operates. We seek to bridge that gap and initiate conversations in which theoretical and empirical approaches from all sides might be better integrated.

Papers and presenters:

1. *Moral Leadership.* **Russell Cropanzano**, University of Arizona.

2. *A Deeper Look at Deonance in the Workplace.* **Rob Folger**, University of Central Florida.

3. *From Proscriptions to Prescriptions: A Call for Including Prosocial Behavior in Behavioral Ethics.* **Dave Mayer**, University of Central Florida.

4. *The Managerial Relevance of Ethical Efficacy.* **Marie Mitchell** and **Noel F. Palmer**, University of Nebraska.

5. *Revisiting the Garbage Can Model of Ethical Decision Making in Organizations.* Marshall Schminke, **James Caldwell**, and Alex Vestal, University of Central Florida.

6. *When Organizational Citizens Do Bad Things for Good Reasons: Examining Unethical Prosocial Behaviors.* **Elizabeth Umphress**, Texas A&M University, and **John Bingham**, Brigham Young University.

Chair and Discussant: Marshall Schminke, University of Central Florida.

Moderator: Deborah Rupp, University of Illinois at Urbana-Champaign.

RESEARCH INCUBATOR: The Science and Practice of CSR: What I-O Psychologists Can Contribute

How can I-O psychologists add value to theory, research, and practice on corporate social responsibility (CSR)? This research incubator is designed to stimulate reflection and collaboration. Presentations and roundtable discussions will explore how CSR initiatives influence employees' attitudes and behaviors, and how this research can inform practice.

Participants:

Joshua Margolis, Harvard Business School

Kimberly Elsbach, University of California-Davis

David Jones, University of Vermont

Bradley J. Alge, Purdue University

Session Chairs: Adam Grant, University of North Carolina at Chapel Hill, Deborah Rupp, University of Illinois at Urbana-Champaign, Daniel Turban, University of Missouri

SPEAKER AND PRESENTER DISCUSSION

All speakers who participate in this Theme Track will be invited back for this discussion session with the audience. Some of the questions recorded on forms during the day by audience members will also be posed to presenters at this time.

Session Chairs: Alessia D'Amato, Center for Creative Leadership, Stephen Dwight, Novo Nordisk Inc., Adam Grant, University of North Carolina at Chapel Hill, Deborah Rupp, University of Illinois at Urbana-Champaign, Daniel Turban, University of Missouri, Sara Weiner, Kenexa.

Volunteer Activities

In conjunction with the Saturday Theme Track topic of Corporate Social Responsibility, the committee has coordinated one off-site and several on-site community outreach activities in New Orleans.

1. School Library Makeover sponsored by Target. A library makeover at a local elementary school sponsored by the Target Corporation. SIOP members will be able to volunteer through the online conference registration process. The project will take place on the Sunday after the conference (morning to early afternoon). A registration fee will be donated to the Make It Right Project in New Orleans.

2. The House That SIOP Built—collection of cash donations to the Make It Right Project in New Orleans to sponsor the construction of a house. Donations will be collected during the conference or can be made anytime (starting immediately!) at www.makeitrightnola.org (click “Donate Now,” enter an amount, click “Make Donation,” and complete the remaining info, which includes a pull-down menu where you can choose “The House That SIOP Built”).

3. Collections on-site at the conference hotel for local charitable organizations. Information will be provided before the conference on what to bring to donate and where it will be collected.

SIOP 2009 Friday Seminars

Russell E. Johnson
University of South Florida

On behalf of the Friday Seminars Committee, I am delighted to invite you to register for one of the four great Friday Seminar sessions that will be offered at the 2009 SIOP conference. These sessions provide the opportunity to engage in an in-depth exploration of cutting-edge research topics and methodological issues from a scholarly perspective. They are presented by leading organizational scientists, are primarily academic in nature, and address state-of-the-art knowledge and research. Enrollment is limited and these sessions are expected to sell out, so register early to ensure your opportunity to participate!

The following Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 24th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. SIOP–APA Division 14, is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content. Three (3) hours of continuing education credits (CE) are awarded for the participants in one (1) Friday Seminar.

If you have any questions, please contact me at rjohnson@cas.usf.edu or 813.974.0928.

Duration: Sessions are 3 hours long and you can earn 3 CE credits for attending.

Enrollment: Enrollment for each session is limited to 50 participants.

When: Friday, April 3, during the morning (8:30 am to 11:30) or afternoon (noon to 3 pm).

Location: The location will be at the conference site; the specific room will be indicated in the conference program.

Cost: The cost for each Friday Seminar is \$80.00 (U.S.).

Registration: You must complete the Friday Seminars section of the general conference registration form (also available on the SIOP Web site) and include payment in your total.

Cancellation: Friday Seminar fees canceled by March 19, 2009, will be refunded less a \$25.00 (U.S.) administrative fee.

Overview of Topics and Presenters

(Full descriptions are available in the registration book and online at www.siop.org/conference.)

Frontiers of Personality Research and Practice. **Deniz S. Ones**, University of Minnesota, **Shelley W. Spilberg**, California Commission on POST, and **Stephan Dilchert**, Baruch College.

Coordinator: **Daisy Chang**, University of South Florida.

Health and Safety: Research and Practice Issues. **Lois E. Tetrick**, George Mason University, **Robert R. Sinclair**, Clemson University, and **Leslie B. Hammer**, Portland State University.

Coordinator: **Glenda Fisk**, Queen's University.

Making HR Measurement Strategic. **Wayne F. Cascio**, University of Colorado Denver, and **John W. Boudreau**, University of Southern California.

Coordinator: **Chris Rosen**, University of Arkansas.

Illustrating Social Network Analysis's Potential for I-O: Workplace Interpersonal Affect. **Jonathan Johnson**, University of Arkansas, and **Giuseppe (Joe) Labianca**, University of Kentucky's LINKS Network Research Center.

Coordinator: **Hock-Peng Sin**, Michigan State University.

SIOP 2009 Master Collaboration Session Insights on Teams at Work: Lessons From Collaborative Work on Team Development and Effectiveness

Linda Rhoades Shanock
University of North Carolina at Charlotte

At the 2009 SIOP conference there will be an exciting new session called Master Collaboration on Friday, April 3. This session blossomed from an idea of the SIOP Executive Committee and began to take shape as part of the Thursday Theme Track at the 2008 conference. The idea is to have a session involving a shared presentation that provides the state of practice and science on an important topic. The goal for a Master Collaboration session is to expose SIOP participants to synergistic science–practice collaboration by having a leading researcher and a leading practitioner not only give their separate perspectives but also discuss the overlap and interaction between science and practice on the topic.

This year's Master Collaboration session will focus on team development and effectiveness. We have invited experts **John Mathieu** of the University of Connecticut and **Scott Tannenbaum** of the Group for Organizational Effectiveness (gOE), who have collaborated on this topic for many years, to conduct the session. Although teams are a mainstay of current organizations, Mathieu and Tannenbaum note that the practice of teamwork is often disconnected from the study of teamwork. They will highlight areas where practice and research on teams are well aligned, note instances where one is ahead of the other, and illustrate how researchers and practitioners can better collaborate.

I hope you will join us for what will clearly be a provocative session that provides us with an exciting opportunity to learn about a wonderful ongoing science–practice collaboration.

Community of Interest Sessions at the 2009 Annual SIOP Conference

**Anthony J. Adorno
The DeGarmo Group, Inc.**

This year I'm excited to tell you about 12 community of interest (COI) sessions that will be part of the SIOP conference program. These are informal sessions designed to create new "communities" around common themes or interests. The sessions do not have formal chairs, presenters, or discussants. Instead, they are informally moderated by one or more facilitators. As in past years, we invited some of the leading experts on these topics to serve as our facilitators.

Many of you may not know about the COI sessions, so let me briefly tell you what you might expect. First, COI sessions do not have preestablished memberships (i.e., anyone may attend any COI session). This lack of membership was intentional because the purposes of the COI are to create new communities/networks of individuals around a particular topic or to strengthen existing networks through the inclusion of new members. Second, these are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members. Finally, in the past these sessions have been large enough to stimulate a diversity of ideas, but small enough to permit intimate conversations ($N \sim 25$). We hope to continue this tradition at the upcoming conference and hope you find one or more of the following sessions interesting and can fit them into your busy SIOP schedule.

List of COIs and Facilitators for SIOP 2009

Bridging the Science–Practice Gap. Denise Rousseau
Evidence-Based Management. Debra Cohen
Leadership Talent Management. Rob Silzer
Test Development & Validation. Richard Jeanneret and John Binning
Executive Assessment. Bob Muschewske
Corporate Social Responsibility. David A Jones and Ruth Aguilera
Occupational Health in Organizations. Richard Best
Executive Coaching. Carol Timmreck and David B. Peterson
Women's Leadership. Anna Marie Valerio & Lilia Cortina
Issues in Multilevel Research. L.A. Witt and Tom Fletcher
Work Family Interface. Wendy Casper and Jeanette Cleveland
P-E/P-O/P-J Fit. Facilitator TBA

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2009 SIOP Preconference Workshops

Wednesday, April 1, 2009

Suzanne Tsacoumis, HumRRO
2009 Preconference Workshop Chair

Full descriptions available online at www.siop.org/conference and also in the conference registration book.

1. Communicating Organizational Strategy to Employees: Building Buy-In and Fostering Involvement. Heidi Keller-Glaze, ICF International; Courtney Partlow, ICF International; Terry McKenzie, Sun Microsystems. Coordinator: Margaret Barton, U.S. Office of Personnel Management.

2. Reliability, Ratings, and Reality: Oh My! Dan Putka, HumRRO; James LeBreton, Purdue University. Coordinator: Mindy Bergman, Texas A&M.

3. Development in Place: Leveraging the Other 90% of Your Organization's Talent. Cynthia McCauley, Center for Creative Leadership; Paul Yost, Seattle Pacific University. Coordinator: Wanda Campbell, Edison Electric Institute.

4. The Future of HR Metrics: It's a Brave New World. Jay Jamrog, Institute for Corporate Productivity; Mary Ann Downey, Institute for Corporate Productivity. Coordinator: Linda Carr, Sun Microsystems.

5. Analyzing Survey Data: Choosing the Method and Message That Best Answers the Question. William H. Macey, Valtera Corporation; David A. Futrell, Eli Lilly and Company; Scott A. Young, Valtera Corporation. Coordinator: Robert Gibby, Procter and Gamble.

6. O*NET Products and Tools: What's New and What's Useful for Your Research and Practice. Dave Rivkin, National Center for O*NET Development; Phil Lewis, National Center for O*NET Development; Ken Pearlman, Independent Consultant. Coordinator: Tom Giberson, Oakland University.

7. Is That Really Any of Your Business? Privacy in the Workplace. Donald L. Zink, Personnel Management Decisions. Coordinator: Amy Grubb, Federal Bureau of Investigations.

8. Diversity, Complexity, Uncertainty...Managing Them as Both Leadership and Change Challenges. Steve Krugg, Oliver Wyman; Órla NicDomhnaill, Oliver Wyman. Coordinator: John Howes, Nike.

9. Preparing the Play Book—Offense and Defense: Litigation Fundamentals and Statistical Analyses. Tony P. Rosenstein, Baker Botts, LLP; Joan Haworth, ERS Group. Coordinator: S. Morton McPhail, Valtera Corporation.

10. Selection of First-Line Supervisors: What We Know. Nancy Tip-pins, Valtera Corporation. Coordinator: Tim McGonigle, SRA International.

11. Exploring New Frontiers in Test Security: Approaches for Protecting Your Testing Program. Monica A. Hemingway, Starwood Hotels and Resorts Worldwide, Inc.; Eugene Burke, SHL Group Limited; Dennis Maynes, Caveon Test Security. Coordinator: Liberty Munson, Microsoft Corporation.

12. Evidence-Based Approaches to Training Teams. David Baker, Carilion Clinic; Eduardo Salas, University of Central Florida; Becky Beard, The Group for Organizational Effectiveness. Coordinator: Dwayne Norris, American Institutes for Research.

13. Financial and Accounting Concepts for I-O Psychologists. David A. Lesmond, Tulane University. Coordinator: Bill Strickland, HumRRO.

14. Managing I and O Work in a Union Environment: Lessons of Experience. Jerry Kehoe, Selection and Assessment Consulting; Lee Sanborn, Ford Motor Co (retired); Joseph Gafa, United Auto Workers (retired). Coordinator: Deborah Whetzel, HumRRO.

15. The Psychology of Executive Coaching: Best Practices in Accelerating Learning. David B. Peterson, Personnel Decisions International. Coordinator: Kate Zimberg, Microsoft Corporation.

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SIOP's Fourth Annual Junior Faculty Consortium

Wednesday, April 1, 2009

Mark C. Frame

University of Texas at Arlington

On Wednesday, April 1, 2009 SIOP will host the Fourth Annual Junior Faculty Consortium (JFC) at 11:30 a.m. at the Sheraton New Orleans. The JFC will again provide a forum for the discussion of topics of mutual interest including conducting research, securing research funding, the do's and don'ts regarding the tenure process, and advice on publishing and serving as a reviewer. Based on feedback from last year, we will have more time for questions and answers and more time for networking and socializing. Sessions will encourage lively discussion and allow time for informal interaction among participants. The 2009 JFC will also conclude with a forum for discussing relevant issues in more detail and setting goals to ensure participant success in the upcoming year. We will again be having lunch with the attendees of the doctoral consortium.

The consortium is geared for anyone who is in (or is soon to be in) a pre-tenure faculty position in a psychology department, business school, research, and/or teaching institution. We encourage students who will be entering the academic job market (or an academic position) in the near future to consider attending this worthwhile event. Past participants have remarked that the JFC provided them with specific examples for putting together a tenure packet, getting published, and guidelines and expert experiences of setting up research, publications, and teaching, as one participant said last year, "This answered questions that I didn't even know I should be asking!"

The 2009 JFC will include editors from a new set of journals, a new set of speakers discussing how they managed the tenure process, and other new additions. Thus, we hope past JFC attendees (from 2006, 2007, and 2008) will benefit from attending the 2009 event.

2009 Junior Faculty Consortium Schedule

11:30 a.m.–12:00 p.m.	Registration and Informal Networking
12:00–12:50 p.m.	Panel 1: Conducting Research, Building a Research Program, and Getting Funded
12:50–1:00 p.m.	Break
1:00–2:00 p.m.	Lunch
2:00–3:15 p.m.	Panel 2: The Editorial Process
3:15–3:30 p.m.	Break
3:30–4:45 p.m.	Panel 3: How I Managed the Tenure Process and Remained Reasonably Sane/Do's and Don'ts as a Junior Faculty
4:45–5:00 p.m.	Break
5:00–5:45 p.m.	Forum: Open Discussion & Goal Setting for Next Year

5:45–6:00 p.m.

Closing Remarks

6:00 p.m.

SIOP General Reception

We will meet on the 8th floor of the Sheraton New Orleans in Salon 828 (please check final program as rooms are subject to change). Please register using the online SIOP conference registration process: www.siop.org/Conferences/. There is a \$75.00 charge to help defray costs for lunch, snacks, and beverages. Seating will be limited, so please register early. For more information, contact Mark Frame at Frame@uta.edu.

The Third Annual SIOP Master's Student Consortium

Pauline Velez

Allstate Insurance Company

The Third Annual Society for Industrial and Organizational Psychology Master's Student Consortium will be from 1:00 to 7:00 on Wednesday, April 1, 2009 at the Sheraton New Orleans.

The consortium is designed for students who are enrolled in master's programs in I-O psychology and OB/HRM. The program includes an impressive lineup of speakers who graduated from master's programs and have excelled as managers and consultants for some of the nation's most successful organizations.

Speakers will meet with small groups of students and discuss issues related to finding, keeping, and getting promoted in I-O-related jobs. Participants will attend two workshops, a question-and-answer roundtable, and a social hour. This year's speakers include:

Earl Brown, President of Industrial Psychologists, Inc., graduate of the University of Tennessee at Chattanooga

Kristy Busija, Organizational Development, Westinghouse, graduate of the University of Baltimore

Brandon Corbin, HR Director, Target Corporation, graduate of Angelo State University

Susan Walker, Senior HRD Advisor, FedEx Freight, graduate of Western Kentucky University

In November, each master's program coordinator should have received consortium registration materials. Program coordinators are asked to nominate two students to participate in the consortium. To provide students with a better opportunity to interact with speakers and each other, enrollment in the consortium is limited to a total of 60 students. Students will be admitted to the consortium on a first-come, first-served basis.

The fee for the consortium is \$50 per participant. This fee includes program materials and refreshments. If you have any questions about the consortium, please contact Pauline Velez at Pauline.velez@allstate.com or at 650-833-6242.

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Flavors of the French Quarter: A Walking Tour and Creole Cooking Class

**Tracey Rizzuto, SIOP Local Arrangements Coordinator
Louisiana State University**

Join us Sunday, April 4 (9:30 a.m.–1:30 p.m.), for a short (6 block) walking tour of the French Quarter that will depart from the Sheraton Hotel and lead to the New Orleans School of Cooking where you will learn the secrets of world-famous Louisiana cuisine. New Orleans' restaurants are known for their recipes that draw on French Acadian traditions to inspire Cajun cooking, and combine French, Mediterranean, Caribbean, African, and American flavors to infuse Creole cuisine. Key ingredients of basic Cajun and Creole cooking will be seasoned with a little Louisiana history, trivia, and lore, as a New Orleans School of Cooking chef guides you step-by-step in the preparation of classic dishes such as gumbo, a thick and meaty soup; jambalaya, a rice dish cooked in a savory stock; bananas foster, a dessert made from bananas, vanilla ice cream, and a buttery brown sugar and dark rum sauce; and pralines, a pecan and cane sugar syrup confection. Easy-to-follow recipes will be provided to help you recreate the culinary treats you see demonstrated during the class. Bring your appetite because after the presentation you'll be invited to enjoy the tasty dishes and wash it all down with the Abita beer from the local Abita brewery, southern iced tea, and New Orleans' signature coffee with chicory. Bon Appetit!

The New Orleans School of Cooking tour and cooking demonstration is a 4-hour event and will include a light lunch at the cost of \$50 per person (all taxes and gratuities included). Transportation assistance can be provided for an additional fee. Enrollment in the event is limited, so please register early to reserve your spot. Truly a great way to taste the flavors of the French Quarter!

Fun Run

**Julie B. Olson-Buchanan
California State University, Fresno**

Paul and Pat Sackett and Kevin Williams return as organizers of the 5K Fun Run. Set your alarm early for a 7 a.m. start on Saturday, April 4; we're working on a course along the Mississippi River that is walking distance from the conference hotel, thus making it easy to get back to the conference for morning sessions.



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Secretary's Report

Tammy D. Allen
University of South Florida

The Executive Committee (EC) held its fall meeting on October 18 and 19 at the Westin in Cincinnati immediately following the Leading Edge Consortium. Brief highlights of the meeting are provided in this report. Detailed meeting minutes are available at the SIOP Web site.

President **Gary Latham** thanked outgoing EC members **Robert Dipboye**, **Ed Salas**, and **Janet Barnes-Farrell** for their service. Gary also provided information regarding cooperative agreements made between SIOP, EAWOP, and IAAP-Division 1 that are part of SIOP's continuing visibility efforts. Study abroad agreements are also being developed across our organizations.

At every fall meeting the EC votes on the award recommendations made by the Awards Committee, chaired by **Wendy Boswell**. The EC approved the recommendations of the Award Committee and commended Wendy for her tremendous work on this difficult task.

Financial Officer **Ken Pearlman** reviewed the details of the SIOP budget. For the first year in the last several, SIOP suffered a net loss. The majority of the loss is a paper loss due to the decline in the U.S. stock market. However, SIOP on the whole remains in excellent financial health with approximately 1 year's worth of operating expenses in reserve.

Kurt Kraiger reported that the implementation of the new governance structure is proceeding as planned. The new board will take office in April. Kurt will also be convening an ad hoc committee charged with advancing our strategic advocacy efforts.

Chaired by **Jeff McHenry**, the Leading Edge Consortium was again a great success. There were approximately 171 registrants this year.

Representatives from Marketing General provided the EC with a presentation detailing the results of their brand development effort and membership survey findings. Marketing General has been working with SIOP to help with visibility and brand identification. The EC will continue to evaluate these results as well as those from the Practice Committee survey. This will be a major topic of discussion at the winter meeting.

Plans for the 2009 conference are proceeding nicely with several exciting guest speakers already secured. Future conference sites were discussed with decisions regarding 2014/2015 to occur by the end of the year.

Other EC votes include approval of a CEMA Best Paper Award, creation of a publications board to oversee all SIOP publications, extension of the APS Program chair position from 1 year to 2 years, approval of a SIOP president travel budget, and cosponsorship of a conference with the California Psychological Association aimed at informing executives how psychology can help business.

As always, feel free to contact me with any questions or comments about this report at tallen@shell.cas.usf.edu.

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Report From the APA Council of Representatives

José Cortina
George Mason University

The APA Council of Representatives met at the APA conference in Boston on August 13 and 17. The Council considered 50 items, and the minutes of the meeting can be found in the Council of Representatives section of the APA Web site. First, I'll describe the highlights (*insert sound of crickets echoing in the darkness, a lonely wind whistling through the desert chaparral*).

Now that that's done, I'll summarize what happened.

1. The APA Web site. APA dedicated several million dollars to overhauling its Web site. Although the new site won't be up until the end of the year, we were given a preview. The new site, in addition to being much more attractive, should be much more navigable and will contain more information of interest to APA members. PSYCNET should make it much easier to search for research.

2. Membership. APA membership has been flat or on the decline for some time. As one of the few divisions whose membership is on the increase, SIOP was asked to share membership ideas with other divisions and state associations. **Deirdre Knapp** and I described the many activities in which SIOP has engaged in order to recruit and retain members through provision of valued resources. For those who aren't aware, the number of such activities is staggering. Examples are the Junior Faculty Consortium, the Doctoral Consortium, the Master's Consortium, the Ambassadors program, JobNet, Consultant Locator, New Member Reception, CEMA Reception, LGBT Reception, and International Reception to name a few.

3. Task Force on Future Practice. APA is forming a task force and holding a summit on the future of psychological practice. Details are still being worked out, but for the time being it is enough to say that, thanks to the persistence of President Latham and others, SIOP will participate.

4. The Strategic Plan. The APA strategic plan is ongoing. For those of you who participated in the development of the SIOP strategic plan, I will simply say that it was a walk in the park when compared to the APA process. Council was supposed to settle on mission and vision statements based on input from the last Council meeting in February. Yeah right. Several versions of a mission statement were considered, but those with any specific language had to be discarded. In the end, we agreed to a statement that was adequately uninformative to avoid offending anyone. The vision statement was tabled until the next council meeting.

5. *Industrial and Organizational Psychology: Perspectives on Science and Practice*. Although it was a formality, Council approved our new journal.

6. IRB Task Force. The Task Force on Institutional Review Boards was formed some time ago to address widespread problems in dealing with IRBs.

The task force generated a report and implementation plan that deals with the larger problems that were exposed.

7. Resolution on gender identity. Council approved a policy resolution in which it articulated its support for inclusiveness and its opposition to discrimination on the basis of gender identity.

8. As always, an APA budget was approved. For various reasons, APA will absorb a loss of around \$1 million for 2008. Thanks in large part to cost cutting efforts at APA headquarters, the budget that was approved for 2007 includes a sizeable surplus.

9. The International Classification of Diseases and Mental Health Problems (ICD), which is the international counterpart to the DSM, is being revised. APA has approved funds to pay for the temporary relocation of an APA member to Europe so that APA might have a prominent role to play in this revision.

10. Finally, the Division 14 representatives continued to build alliances with other divisions. In particular, we discussed the possibility of using the “conference within a conference” to create a block of joint sessions with Division 5 (Methods). The conference within a conference is an effort by APA President-Elect James Bray to create within the APA conference a smaller gathering that will appeal to scientists particularly. By partnering with Division 5, we may be able to create a block of sessions that will be of interest not only to SIOP members but also to members of all of the scientific divisions.

That’s all for now. The next Council meeting is in February. We will keep you updated.

Your Intrepid Council Reps

Janet Barnes-Farrell

José Cortina

Bob Dipboye

Deirdre Knapp

Ed Salas

SIOP Executive Committee Approves Reduced Rates for International Affiliates, SIOP Sees Reduced Rates at EAWOP and IAAP-Division 1

**Stephany Schings
Communications Specialist**

SIOP members can now join international organizations the European Association of Work and Organizational Psychology (EAWOP) and the International Association of Applied Psychology (IAAP) Division 1, Work and Organizational Psychology, at reduced rates thanks to an agreement aimed at promoting collaboration between SIOP and these two societies.

Following the Leading Edge Consortium October 18, the SIOP Executive Committee approved a special discounted International Affiliate rate (\$50US) for members of EAWOP and IAAP-Division 1. EAWOP and IAAP-1 will reciprocate in the very near future by offering discounted memberships to SIOP members. This allows SIOP members to receive EAWOP and IAAP publications and other member benefits.

The details of this agreement are as follows:

SIOP offers to EAWOP and IAAP-Division 1: International Affiliate membership at a discounted rate of \$50US (savings of \$10US). Benefits include:

- Subscriptions to *Industrial and Organizational Psychology* (journal) and *TIP* (newsletter)
- Discounted registration fee (same as members) for annual conference, conference workshops, and placement center
- Discounted publications (same as members) offered through SIOP online store
- Inclusion in SIOP online directory
- Eligible to submit proposals for SIOP annual conference presentations
- Subscription to *SIOP Newsbriefs* electronic newsletter

EAWOP offers to SIOP: Associate Membership at a discounted rate of 65€ (savings of 10€). Benefits include online practice journal and *European Journal of Work and Organizational Psychology*. This offer would make SIOP members eligible for Congress registration at regular rates.

IAAP-Division 1 offers to SIOP:

Reduced Membership at \$50US. Benefits include:

- A subscription to *Applied Psychology: An International Review*
- The IAAP newsletter
- Reduced conference registration fees specially to the International Conference of Applied Psychology. Held every 4 years, the conference is the most international scientific and professional congress for applied psychology

- Reduced subscription rates on many journals
- The opportunity to join Division 1 and another division of the 16 IAAP divisions and obtain the benefits and services of both divisions (newsletter, etc.)

This agreement is part of SIOP President **Gary Latham's** international initiative to collaborate with EAWOP and IAAP-1, and marks the beginning of expanded collaboration between the three organizations. The partnership with EAWOP and IAAP-Division is the first of three goals Latham has set for SIOP. These goals were also the topic of his first presidential column in *TIP*, July 2008.

The respective president, past president, or president elect of the three societies will meet on an ongoing basis at each other's conferences to ensure the ongoing implementation of the collaboration. SIOP leadership will meet with IAAP-1 and EAWOP leaders at the New Orleans annual conference in April, where an official signing ceremony for the agreement is expected to take place. The leaders will then meet in May of 2009 at the EAWOP conference in Spain.



14th European Congress of Work and Organizational Psychology

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The Leading Edge of Executive Coaching: SIOP's 2008 Leading Edge Consortium Fosters Dialogue and Discovery

Stephany Schings
Communications Specialist

"The most common source of mistakes in management decisions is the emphasis on finding the right answer rather than the right questions. The most serious mistakes are not being made as a result of wrong answers, but of asking the wrong question."—Peter Drucker

SIOP Member and keynote speaker **David Peterson** presented Drucker's quote during his address, "Five Big Questions About the Practice and Profession of Executive Coaching." During SIOP's 4th Annual Leading Edge Consortium, held in Cincinnati, Ohio, October 17 and 18, presenters not only answered questions but provoked new ones as well.

This year's consortium attracted academics and practitioners from across and outside the United States to discuss the newest research and trends in the field of executive coaching. More than 170 people attended the 2-day event, which took place at the Westin Cincinnati, across the street from bustling Fountain Square in the heart of downtown Cincinnati. Eighteen speakers shared their experiences and research regarding executive coaching, bringing together leading edge practitioners, researchers, and business executives.

The smaller size of the consortium compared to the SIOP annual conference allowed participants to interact in a more intimate setting. For the first time, the consortium offered open space meetings to allow more interaction and dialogue on topics important to attendees. An open space meeting is one way to enable all kinds of people, in any kind of organization, to create inspired meetings and events. Open space represents a self-organizing process; participants construct the agenda and schedule during the meeting itself. Participation was also encouraged and made easy with an audience response system, which enabled attendees to take part in instant polling via radio frequency keypads.

Former SIOP President **Jeff McHenry** chaired the event, which he said was an impressive one. "The 2008 Leading Edge Consortium was a big success," McHenry said. "The goal was to bring together people operating at the leading edge of executive coaching practice and research and provide a forum where they can learn from outstanding speakers and from one another. We accomplished that, and the feedback on the event from participants was very positive."

Engaging the Audience

Mariangela Battista, Lisa Boyce, Gina Hernez-Broome, Douglas McKenna, and Anna Marie Valerio chaired the event, each working on one of three topics: the psychology, impact, and best practices in coaching.

Doug McKenna and **Sandra Davis** kicked the presentations off with a rousing discussion on the psychology of coaching. Their thoughts on how

individual coaches' psychology shapes their coaching practices lead into an interactive session with small group discussions.

"We had many thought-provoking, interesting speakers and presenters," McHenry added. "For me personally, the opening session on the psychology of coaching by Doug McKenna and Sandra Davis, and the Friday keynote by David Peterson on good versus great coaching were particularly interesting; they transformed much of my thinking about how and why coaching is effective and what it takes to be a great coach."

Dr. Stanford Golden, who attended his first Leading Edge Consortium this year, also enjoyed Davis and McKenna's presentation on the psychology of coaching.

"The first session was best," Golden said. "It configured information in a way that was impactful and new to me."

Following presentations on the effectiveness, ethics, and practice of coaching, David Peterson gave a keynote address on "Five Big Questions on the Practice and Profession of Coaching," though he concluded that those questions lead him to one all-encompassing question "Why is it so easy to be a good coach and so hard to be a great coach?" Closing keynote speaker **Bob Lee** rounded out the final day of the consortium with a discussion on how to coach leaders.

Room for Discussion

The open space meeting on Saturday proved to be one of the most popular aspects of the consortium, receiving a great deal of positive feedback from participants.

"Perhaps the most memorable part of the event for most participants will be the open space time Saturday morning," McHenry added. "We gave conference participants the opportunity to identify 20 topics that they wanted to talk about in-depth with others at the consortium interested in those topics. Then we spent more than 2 hours in open space discussion groups."

Topics ranged from competency and experience requirements for executive coaches to how to set up a coaching program inside an organization to how to measure coaching effectiveness—and participants were able to "vote with their feet," as Doug McKenna put it, by moving to discussions they felt were most interesting.

McHenry said the open space meetings were very popular with attendees for the purpose of both learning as well as getting to know one another.

"Participants loved the open space time," he said. "There was tremendous energy in the room, there were lots of spirited discussions, and it allowed participants to get to know one another better and expand their networks. Participants were particularly enthused about the open space time."

Marnie Crawford, first-time attendee to the consortium, said she attended the event because it was relevant to her areas of practice but also to network with others who do similar work as she does. Crawford said her overall impression of the open space meeting and the consortium as a whole was positive.

“It was good to spend time focused on this subject with others who were interested in it,” she added. “The open space meeting and other opportunities to talk with attendees was my favorite part. It allowed me to discuss common and different experiences, knowledge, and so forth with others.”

A Night on the Town

After receptions Thursday and Friday night and a full day of presentations Friday, attendees headed off to the popular topical dinners for a welcomed taste of Cincinnati cuisine. This year’s dinners were held at eight area restaurants within blocks of Fountain Square. The topical dinners allowed attendees to get a glimpse of Cincinnati nightlife while conversing with other consortium attendees about the day’s topics.

Looking Ahead to Next Year

As the conference came to a close, SIOP Past President **Lois Tetrick** announced the theme of the 2009 Leading Edge Consortium will be “The Leading Edge of Selection and Assessment in a Global Setting.”

Tetrick will preside over next year’s Leading Edge Consortium, which will take place October 16 and 17 in Denver, Colorado. Focusing on selection and assessment, this will be yet another great meeting you do not want to miss. It is never too early to mark your calendars for this wonderful event!

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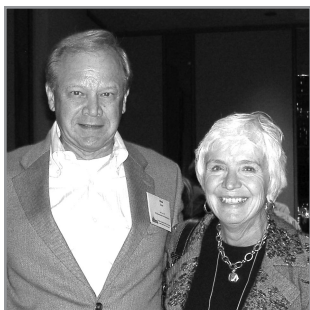
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Leading Edge Consortium 2008

Executive Coaching for Effective Performance: Leading Edge Practice and Research

October 17–18, 2008
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Above: SIOP Fellow Rob Silzer and Member Sandra Davis unwind at the Friday night reception.

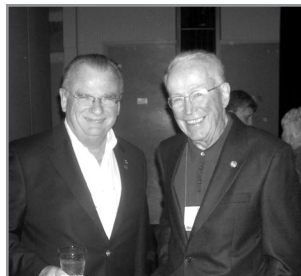
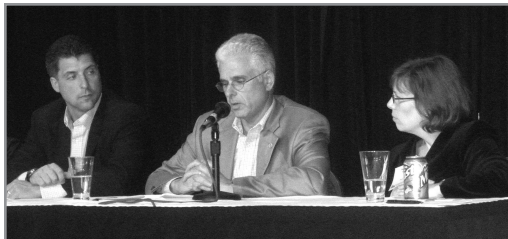


Above: Stephanie Shi, keynote speaker David Peterson, and LEC Chair Jeff McHenry enjoy the Friday night reception.



Left: SIOP Student Affiliate Michael “Woody” Woodward and next year’s Leading Edge Consortium chair Lois Tetrick talk at the Friday night reception. Next year, Lois will lead the 5th annual Consortium, entitled “The Leading Edge of Selection and Assessment in a Global Setting.”

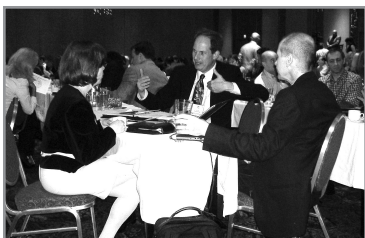
Below: SIOP Member and presenter Michael Frisch (center) converses with Mark Steffe and Shannon Wallis during the “Practice of Coaching” panel.



Above: President Gary Latham and Foundation President and Retired Fellow Paul Thayer have a good time at the Friday night reception.



Above: Attendees participate in a demonstration during David Peterson's keynote presentation, "Five Big Questions About the Practice and Profession of Coaching."



Above: A group discusses the role coaches' psychologies play in their practice of coaching during Sandra Davis and Doug McKenna's opening presentation, "The Psychology of Coaching."

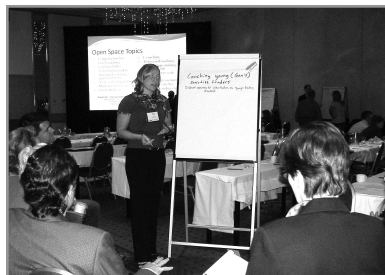
Right: On Saturday, attendees participated in the consortium's first Open Space meetings, in which groups formed around topics participants wanted to discuss. Participants could then "vote with their feet" by moving from group to group based on the topics that were most interesting to them. Here, participants line up showing the different topics they will discuss in their groups.

**See you next
year in Denver!**



Above: Member and Topic Chair Douglas McKenna explains Open Space meetings to the audience.

Below: A group discusses coaching generation-Y leaders during the Saturday Open Space meeting.



Below: Attendees take notes during SIOP Member and keynote speaker Bob Lee's closing address, "Learning to Coach Leaders."



Clif Boutelle

SIOP members continue to be sources for news stories in various media around the country and in Canada. There is no question that reporters are becoming more aware of the expertise in workplace issues that SIOP members possess and frequently turn to them for information to assist with their stories. Of equal importance, though, is that SIOP members recognize the value of media exposure in advancing I-O psychology and are making themselves available to respond to media queries.

Evidence of that (in addition to increased news coverage) is that nearly 2,200 SIOP members are included in the latest version of Media Resources, found at www.siop.org. This service offers experts in more than 100 different workplace categories, and as more reporters become aware of Media Resources, the more SIOP members will appear in news accounts across the U.S. and Canada. And, that's a very good thing.

Following is a sampling of recent media coverage featuring SIOP members:

Ben Dattner of Dattner Consulting in New York City was a guest on CNN's "Managing Your Money" program on November 8. Given the difficult current job market, Dattner advised employees not to panic and just focus on the job, not organizational politics. He also suggested acquiring additional skills through education, training, or volunteering with professional organizations, which is also a good way to develop contacts that may be helpful in the future. Consider consulting. Companies in the midst of downsizing will often hire consultants to perform needed tasks.

David B. Peterson of Personnel Decisions International Corp. contributed to a November 4 *Wall Street Journal* article about how to do well on performance reviews. "Many people think of the performance review just as a backward reflection. But it's an ideal opportunity to look forward as well," he said, suggesting it is good to share with the supervisor things that you would like to achieve and ask for his or her input on how to succeed.

Job burnout was the subject of a John Tesh radio program segment in early November that cited **Michael Leiter** of Acadia University in Nova Scotia. Burnout, he said, is often the result of an employee feeling ignored and unappreciated when work is no longer challenging. He said happy employees have three things in common that prevent burnout: They feel their work makes a difference, they enjoy their coworkers, and they are able to make some of their own decisions.

Mitchell Marks of San Francisco State University and **Kenneth De Meuse** of Korn/Ferry in Minneapolis were quoted extensively for an October 23 story on how workers can handle the stress that comes with economic turmoil. The story appeared in *Market Watch* and several newspapers around the country. Marks advised workers to take care of themselves by eating healthfully, getting regular

exercise, and talking about anxieties instead of building up negative emotions. “It sounds simple, but it’s tough because the economic downturn is so pervasive.” Both recommended that employees check out their organizations’ employee assistance programs (EAP). They are often a great source of help. De Meuse said companies need to communicate their strategies in dealing with economic crises in a consistent way that will foster understanding on the part of employees.

For an October 20 story on uncivil behavior in the workplace that appeared in Scripps Howard newspapers around the country, **Amir Erez** of the University of Florida said public spats in the office could lead to diminished performances for the entire staff. He added that standing up to a superior is not wholly negative, but it becomes unacceptable when the person is uncivil and rude in advancing his or her position on an issue. “That’s unacceptable,” he said.

Given the intensity of the presidential election, should people be talking politics in the office? **Stuart Sidle** of the University of New Haven in an October 19 *Connecticut Post* story said talking politics, if done in a reasonable and honest manner, can build a better working environment. “You don’t want a workplace where every topic considered slightly controversial is off-limits,” he said. However, he recognizes that political talks can alienate co-workers and says there may be times when it is in the best interests of the organization and the person to keep his/her mouth shut.

Constance Dierickx of RHR International and **Stephen Laser**, a Chicago-based consultant, were quoted in an October 14 *Forbes* story about being ready to interview for a top job within an organization. Dierickx said it is important for a candidate to distinguish himself. One tip: Get to know the employing organization inside and out. Read its financials and demonstrate your knowledge with a business proposal that lays out your vision of where you will take their company. Laser, who looks at personalities and mental wellness of candidates, said once a person has reached the top levels within an organization, it isn’t so much about his or her ability to carry out the day-to-day duties as it’s about that person’s performance under the pressure of leadership.

Ben Rosen of the University of North Carolina contributed to an October 13 *Wall Street Journal* story about providing feedback to younger employees. He worked on an Ernst & Young survey that found Generation Y workers wanted a lot of feedback from their immediate bosses and anyone else. “These younger workers grew up where everyone gets a trophy,” he noted, adding that they like to be reassured.

An October 12 story on MSNBC.com about actions employees can take following a merger to not only survive but also thrive quoted **Rebecca Schalm** of RHR International. Because change is often a consequence of a merger, she suggested employees think of it as a new job. It’s important to get to know new management and let them know who you are. “The acquiring company is very interested in the talent because what these organizations are buying is the people that come with it. They actually want to know who they have and where the talent is,” she said.

The Wayne State University I-O Psychology program collaborated with *Crain's Detroit Business* to develop and conduct a "Most Admired Companies" survey. *Crain's* ran a series of stories in October about the survey, which identified 14 local companies as being highly regarded for their business success and community involvement. "It's no secret that this region (Detroit) is having some difficulties and the companies that are admired are the companies that pay attention to the region and show some loyalty and dedication to the region," said **Marcus Dickson**, part of the Wayne State team that developed the survey along with **John Arnold**, director of the Applied Psychology and Organizational Research Group, and graduate students **Anne Bal**, **Abby Reiss**, and **Cort Rudolph**.

Relatively few companies assess an applicant's writing skills before extending a job offer, reported the October edition of *Workforce Management* magazine. **David Arnold** of Wonderlic said that developing and grading a writing test may appear daunting and labor intensive but it still can be far more cost effective than hiring a writing-challenged employee. He noted it was legally defensible to assess applicants' writing skills as long as the employer can demonstrate that writing constitutes an intrinsic part of the job description. He suggested that employers request a writing sample that fits with the applicant's prospective job.

An interview with **Thomas Thomas** of Austin, TX about his Thomas Concept and Power of Opposite Strengths appeared in the September 23 issue of *BusinessWeek*. Although most people believe they have both strengths and weaknesses, Thomas promotes the idea that people have only strengths by redefining the concept of strengths and seeing themselves in terms of opposite strengths. It's a matter of not succumbing to the positive-negative framework.

A study by **Tim Judge** and Beth Livingston of the University of Florida published in the September issue of the *Journal of Applied Psychology* led to a September 22 story in the *Washington Post*. Their study found that men with egalitarian attitudes about the role of women in society earn significantly less on average than men who hold more traditional views about women's place in the world. They mentioned two possible explanations: traditional-minded men might negotiate much harder for better salaries, especially when compared with traditional-minded women. Alternatively, it could also be that employers discriminate against women and men who do not subscribe to traditional gender roles.

When a star player on the Tampa Bay Rays loafed on the base paths several times during the past season, running into easy outs, it prompted a September 14 story in the *St. Petersburg Times* likening the incident to workplaces where talented people give less than their best, often leaving it to others to pick up the slack. **Paul Harvey** of the University of New Hampshire said lack of teamwork in the workplace is demoralizing to others. "People tend to like a level of equality and justice in the workplace." It really annoys coworkers if someone is actually hurting the team and they display an attitude of entitlement, he noted.

Harvey also contributed to an August 28 story in the *Portsmouth Herald News* about how employers should go about announcing layoffs. "Part of it is common sense and being respectful," he said, saying that companies should work to minimize fear and tension among employees. He also urges organizations not to create ambiguity. They should be as clear and candid as possible, he said.

A September 12 story in the *Kansas City Star* and *Reliable Plant Magazine* featured research on the ROI of executive coaching by **Derek Steinbrenner** of Cambria Consulting Inc. and Barry Schlosser of Strategic Executive Advisors LLC. They are in the process of developing evidence-based scientific measurements of the effectiveness of coaching that will be useful to organizations when designing coaching programs and making coaching decisions. What they have learned so far? "Coaching does have a real business impact," they say.

A September 4 story in *Business Week* describing how companies are working to attract and retain young talent and putting them on the fast track quoted **Matt Paese** of Development Dimensions International. Previously, up-and-comers were identified the first few years on the job; now, in many cases, the handpicking begins much earlier—sometimes long before they have their first job—followed by an accelerated career path. Paese said that nearly 40% of North American employers use this kind of fast track to identify and develop leaders for companies facing an exodus of retiring employees.

The September issue of *Reader's Digest* ran a story on why people put off until later things they can do immediately. The story stems from a *Psychological Bulletin* article on procrastination featuring **Piers Steel** of the University of Calgary, who has been analyzing procrastination research for more than 10 years. "People who procrastinate tend to be less healthy, less wealthy, and less happy," said Steel.

Anthony Casas, a consultant with SOC, LLC in Nevada, was profiled in the September issue of *Latino Leaders* magazine. He is the former vice-president of human resources for SOC, LLC but gave that up so he could become involved in teaching. He said education was important in his family and he wants to help develop the next generation of leaders, something he considers to be a rewarding endeavor.

An August 31 *New York Times* story about conducting a job search while still working in a current job called upon Ben Dattner of Dattner Consulting in New York City for his thoughts. Although it is generally regarded a bad idea to share with the supervisor that you are looking for another job, Dattner said it could be done if "you have a really honest and open relationship with your boss." When informing the boss about your new job, Dattner advises not to burn bridges or leave with a parting shot about the shortcomings of the job. Rather, take the high road and leave on a good note, he said.

More than 80% of midsize and large companies use personality and ability assessments for entry- and midlevel positions as either preemployment or new-employee orientation tools, according to **Scott Erker** of Development Dimensions International in an August 26 *Wall Street Journal* article. "Com-

panies understand that the right personality fit is a critical criteria for good performance. You can reduce turnover up to 50% with the right preemployment assessment,” he said.

A story in the August 25 issue of *New Scientist* about the screening of employees engaged in jobs that have the potential to endanger others at the U.S. Army Medical Research Institute for Infectious Diseases quoted **Leaetta Hough** of Dunnette Group, Ltd. in St. Paul, MN. The USMRIID schedules routine evaluations every 5 years. Hough suggested that it be done every 3 years noting, “a lot can happen (to a person) in 5 years.”

An August article in the *Wall Street Journal* described what it called “a troublesome workplace phenomenon,” that is, employees who quietly cause problems so they can later take credit for fixing them. Ben Dattner of Dattner Consulting in New York City noted that workplace psychologists see a range of similar behaviors within organizations. Some staffers withhold help or key information, and then step in to save the day, he said.

Dattner also authored a piece that appeared in the August 25 issue of *BusinessWeek* saying it is a good idea for new executives to create a “user’s manual” for their team, which describes the new leader’s preferences, management style, including delegation, feedback, and communication. It greatly diminishes the possibility that misunderstandings will occur between the new boss and the staff.

For an August 24 story in the *New York Times* about motivating employees following a company downsizing, **Wayne Cascio** of the University of Colorado at Denver said, “often the first casualty in a downsizing is employee morale.” He said it was important for management to communicate to workers because those who survive a round of staff cuts are looking for signals from management and want to know if they have a future with the organization.

The August issue of *HR Magazine* carried a story about research by **Stephanie Payne** of Texas A&M University, **Jaime B. Henning** of Eastern Kentucky University, and **Ann Huffman** of Northern Arizona University that challenged conventional wisdom about telecommuting. Using a sampling of telecommuting employees at a Big Four accounting firm, they tested four hypotheses: higher levels of work–family balance, more control and job autonomy, more time spent on the job, and less distractions and interruptions. Contrary to their expectations, the data did not support any of the suppositions.

William Byham of Development Dimensions International authored an article for the *Harvard Business Press* about the importance of establishing a network when a person has been promoted or moved into a new job. He wrote that it was “imperative that you start talking to lots of people and make connections right away, so you can acquire crucial information about the new job and succeed early.”

Telecommuting to avoid high gas prices and the resulting pollution from driving to and from work everyday sounds like an energy-friendly measure. A story in the July 30 *Forbes* noted that telecommuters often drive just as much as

those who work in an office. **Jack Aiello** of Rutgers University, who has studied telecommuting, noted that it often takes a more effective training program to help those are likely to “get more lonely” to be successful telecommuters.

A July 11 article in *Slate Magazine* focused on an NPR Radio segment about the benefits of family dinners to working parents and their children. The benefits stem not so much from the food but from the quality of the conversation that takes place among family members. Several studies were mentioned that showed parents whose jobs allowed them to be home for dinner tended to feel greater personal success and success in relationships with spouses and children. One study cited was by **Tammy Allen** of the University of South Florida, which found that telecommuting is associated with fewer family dinners that consist of fast food.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at siop@siop.org or fax to 419-352-2645 or mail to SIOP at PO Box 87, Bowling Green, OH 43402.

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Anthony Roan Montebello **March 18, 1953–September 22, 2007**

Published in the St. Louis Post-Dispatch 9/24/2007

Montebello, Anthony Roan “Tony” PhD, entered into eternal rest with Jesus Christ on Saturday, September 22, 2007, after a brief illness. Tony was born in Springfield, Missouri on March 18, 1953, and is preceded in death by his parents, Shigeno and Andrew Montebello. Beloved husband for 23 years of Susan “Susie” (Neher) Montebello. Loving and devoted father of Alison Montebello and Katherine “Kate” Montebello, who brought Tony great joy. In addition to his wife and children, Tony is survived by his brother Andy (Amy) Montebello, his sister Ann Woolsey of Strafford, Missouri, his brother-in-law Rick (Clare) Neher, his sister-in-law Beverly (Tom) O’Brien, and his sister-in-law Sarah (Sheldon) Johnson. A favorite uncle, cousin, and dear friend to many.

After graduating from St. Agnes High School in Springfield, Missouri, in 1971, Tony earned a Bachelor of Arts degree in 1975 from St. Louis University. Tony received his Master of Arts, Industrial-Organizational Psychology from Bowling Green, Kentucky, in 1976 and his Doctor of Philosophy, Industrial Psychology from St. Louis University in 1979.

As a senior vice president with Clayton-based Psychological Associates, Tony was a consultant to hundreds of companies throughout the United States, from family-owned businesses and not-for-profits to *Fortune* 500 companies, developing and delivering human resource consulting services. Tony also took particular pride in his work as an adjunct professor in St. Louis University’s Business School from 1978–1987. Tony was the author of a business book, *Work Teams That work: Skills for Managing Across the Organization*, and published many articles and reviews for the *Personnel Psychology* journal.

A guitar enthusiast, Tony matured in his musical skills and tastes over the years as he came to appreciate the artistry and innovation of the great jazz guitarists, particularly Les Paul, whom he met in New York. Tony also pursued his passion for golf as a member at Greenbriar Hills Country Club, where he served on the club’s board of directors. For Tony, golf was never a good walk spoiled.

Tony took great pride in his daughters’ many accomplishments and was an active supporter of Visitation Academy, serving most recently as secretary of the school’s Fathers Club. His dedication to his work and his life-long passion for music and golf were surpassed only by his deep love for his family and friends. His kind and gentle nature and his ready smile will be truly missed. Memorials can be sent to the Visitation Academy Fathers Club, in care of Mary Kay Horan, 3020 North Ballas Road, St. Louis, Missouri.



Anna L. Sackett
University at Albany

Transitions, Appointments, and New Affiliations

Rodger Griffeth has joined the Ohio University Psychology Department as the Byham Chair of I-O Psychology. Griffeth also holds a joint appointment in the Management Systems Department at OU. Griffeth joins SIOP members **Jeff Vancouver** and **Paula Popovich**.

The Zicklin School of Business, Baruch College, is proud to announce that **Stephan Dilchert** (Minnesota) has recently joined the Management Department faculty. He joins **Richard Kopelman**, Abe Korman, **Allen Kraut**, **Hannah Rothstein**, **Cynthia Thompson**, and visiting professor **Dov Eden**.

Nicole Neff recently accepted a position at Freddie Mac as an organizational effectiveness consultant. Neff is a student in the I-O program at Penn State and previously was a doctoral intern at Freddie Mac.

David Arnold who is general counsel for Wonderlic, Inc. was reappointed as general counsel for the Association of Test Publishers (ATP). The ATP is a nonprofit organization whose membership includes over 100 test publishers from North America and Europe who publish assessments for use in educational, certification, clinical and I-O settings.

Development Dimensions International (DDI), a global human resource consulting firm, recently hired **Sarah Strang** as consultant. Prior to joining DDI, Sarah was an organizational effectiveness and talent management contractor for The Home Depot.

Brian Connelly, who recently completed his PhD at the University of Minnesota, has joined the faculty of the University of Connecticut I-O Psychology program. Brian joins I-O faculty **Janet Barnes-Farrell**, Robert Henning, **Jim Holzworth**, **Vicki Magley**, and Steven Mellor.

Shannon Scielzo has joined the Department of Psychology faculty at The University of Texas at Arlington as an assistant professor. Shannon joins **Mark Frame** and other department members in growing the I-O psychology program at The University of Texas at Arlington.

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Wendy Becker** at WBecker@siop.org.

Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of December 1, 2008.

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WELCOME!

CONFERENCES & MEETINGS

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Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2009

- Feb. 4–8 Annual Conference of the Society of Psychologists in Management (SPIM). San Diego, CA. Contact: www.spim.org. (CE credit offered.)
- Feb. 18–21 Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
- Feb. 22–25 Annual Innovations in Testing Conference, Association of Test Publishers. Palm Springs, CA. Contact: www.innovationsintesting.org.
- Feb.27–March 1 Annual IO/OB Graduate Student Conference. Chicago, IL. Contact: <http://www.iit.edu/~ioob/>.
- March 18–20 29th Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
- March 21–24 Annual Conference of the American Society for Public Administration. Miami, FL. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
- April 2–4 Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, www.siop.org. (CE credit offered.)
- April 13–17 Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485 or www.aera.net.
- April 13–15 Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (608) 443-2487 or www.ncme.org.
- May 13–16 14th European Congress on Work and Organizational Psychology. Santiago de Compostela, Spain. Contact: EAWOP, 34-91-444-90-20 or www.eawop.org.

May 22–25	Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, www.psychologicalscience.org . (CE credit offered.)
May 31–June 1	Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, www.astd.org .
June 11–13	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Montreal, Quebec. Contact: www.psychology.uwo.ca/csiop .
June 29–July 1	Annual Conference of the Society for Human Resource Management. New Orleans, LA. Contact: SHRM, www.shrm.org . (CE credit offered.)
August 2–6	Annual Convention of the American Statistical Association. Washington, DC. Contact: ASA, www.amstat.org . (CE credit offered.)
August 6–9	Annual Convention of the American Psychological Association. Toronto, Ontario, Canada. Contact: APA, www.apa.org . (CE credit offered.)
August 7–12	Annual Meeting of the Academy of Management. Chicago, IL. Contact: Academy of Management, www.aomonline.org .
Sept. 13–16	Annual Conference of the International Public Management Association Assessment Council. Nashville, TN. Contact: IPMA, www.ipmaac.org .
Sept 16–19	European Conference on Psychological Assessment. Ghent, Belgium. Contact: www.ecpa10.ugent.be .
Oct 16–17	SIOP Leading Edge Consortium. Denver, CO. Contact: SIOP, www.siop.org . (CE credit offered.)
Oct 19–23	Annual Conference of the Human Factors and Ergonomics Society. San Antonio, TX. Contact: The Human Factors and Ergonomics Society, www.hfes.org . (CE credit offered.)
Nov 2–5	Annual Conference of the International Military Testing Association. Pensacola, FL. Contact: www.internationalmta.org .
Nov 9–14	Annual Conference of the American Evaluation Association. Orlando, FL. Contact: AEA, www.eval.org .

CALLS & ANNOUNCEMENTS

**The Society for General Psychology
Division 1
American Psychological Association
Call for Nominations for Awards for Year 2009
Deadline: February 15, 2009**

The Society for General Psychology, Division 1 of the American Psychological Association is conducting its year 2009 awards competition, including the William James Book Award for a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology, the Ernest R. Hilgard Award for a Career Contribution to General Psychology, the George A. Miller Award for an Outstanding Recent Article on General Psychology, and the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award managed by the Society for General Psychology. Each of the awards has a separate awards chair and its own set of requirements. Please see our Web site for specific criteria for each award and the addresses for submission (<http://www.apa.org/divisions/div1/awards.html>).

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

All nominations and supporting materials for each award must be received on or before **February 15, 2009**.

General questions and comments may be made to Dr. MaryLou Cheal, Awards Coordinator, 127 E. Loma Vista Drive, Tempe, AZ 85282.

Joint Committee Named to Revise Standards for Educational and Psychological Testing

A committee of researchers and experts in educational and psychological testing has been appointed to revise the *Standards for Educational and Psychological Testing* (the *Standards*)—long considered to be the definitive source for information concerning sound test development and use.

Designed to establish criteria for appropriate development, use, and interpretation of tests, the *Standards* have been widely cited by states, federal

agencies, private organizations, legislative bodies, and even the U.S. Supreme Court. They are based on the premise that effective testing and assessment requires test developers and users to be knowledgeable about validity, reliability, and other measurement issues.

Co-chairs of the Joint Committee for the Revision of the *Standards for Educational and Psychological Testing* are Barbara Plake, PhD, distinguished professor emerita at the University of Nebraska, and Laureess Wise, PhD, principal scientist at the Human Resources Research Organization, Monterey, CA. They, along with 13 additional members, are charged with revising and updating the *Standards* to reflect current research and best practices.

“The *Standards* are more important than ever given the current demand for educational accountability, the increase of testing in the workplace, and the popularity of computer-based testing,” according to Dr. Wise. “We believe that we have assembled the right committee to achieve the goal of bringing the *Standards* up to date,” said Dr. Plake.

Revision of the *Standards* will continue a long collaboration among the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. The three associations have been responsible for developing, publishing, selling, and revising the standards since 1966, when the first edition was published. The *Standards* were revised in 1974, 1985, and 1999. The popularity of the *Standards* remains strong to this day, with nearly 1 million copies sold since 1985.

The Joint Committee plans to hold its initial meeting in early 2009. Staff support for the committee will be provided by the American Psychological Association; questions about the committee and its work should be addressed to Marianne Ernesto at mernesto@apa.org.

Applications Now Available for the Susan G. Cohen Doctoral Research Award in Organization Design, Effectiveness, and Change

The Center for Effective Organizations (CEO) announces the Susan G. Cohen Research Award in Organization Design, Effectiveness, and Change. This award is offered in remembrance of our dear friend and colleague, who was a research scientist at CEO, in the Marshall School of Business, University of Southern California, from 1988–2006.

The purpose of this award is to provide \$2,500 in research funding to a doctoral student whose research work is compatible with the work that captivated Dr. Cohen throughout her career and will make a contribution to both academic theory and management practice. The award is to be used to support the completion of dissertation research.

For more information and to apply for the award visit our Web site: <http://ceo-marshall.usc.edu/cohen-award>.

Application Deadline: **January 28, 2009, 5:00 p.m. PT**

Congratulations to the 2008 Winners of the Susan G. Cohen Doctoral Research Award!

Grand Prize Winner receiving \$2,500: Kaumudi Misra, Michigan State University. *The Effects of High Involvement Human Resource Practices on Global Team Effectiveness*

Runner-up papers, each receiving \$1,000:

Rebekah Dibble, University of California, Irvine. *Collaboration for the Common Good: Internal and External Adjustment in Humanitarian Home Building Collaborations*

Patricia Klarner, University of Geneva (HEC). *The Rhythm of Change—A Longitudinal Analysis of the European Insurance Industry*

We want to thank all of the participants and submitters for their hard work. We were impressed with the quality of work being conducted by these doctoral candidates and the extent to which they support the work and memory of our colleague Susan Cohen.

Calls and Announcements are also online!



**Just click the link on the left hand side of
the SIOP home page www.siop.org**

POSITIONS AVAILABLE

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé—<https://www.siop.org/JobNet/>.

THE NYC DEPARTMENT OF CITYWIDE ADMINISTRATIVE SERVICES is increasing its staff of highly talented, energetic and innovative **TESTS AND MEASUREMENT SPECIALISTS** to provide New York City government with a qualified workforce through the development and administration of civil service examinations. You'll have the opportunity to interview and observe city employees providing important and diverse government services; and through the use of current job analysis methodologies, you will create employment test plans that serve as a blueprint for exam development. You will then work with other city professionals to design, administer, and rate various employment assessment instruments.

Excellent English communication skills, a strong desire to work with diverse groups of people, and the ability to excel in the face of a variety of challenges required. In addition, you must have a master's degree in psychology or a related field with 12 credits in behavioral assessment courses; or a baccalaureate in psychology or a related field with the 12 specialty credits and 2 years of professional experience in the development of personnel selection tests; or equivalent combination of education and experience. Full-time position; 35 hour work week. Salary is commensurate with experience.

To apply, please e-mail your cover letter and resumé to **hrjobs@dcas.nyc.gov**.

(The JVN# MUST be the subject line of e-mail; e.g.,

JVN#09-001480. Please also indicate the JVN# in the upper right hand corner of cover letter and resumé. Cover letter and resumé MUST be attached as one MS Word document. You'll receive confirmation of receipt.)

If you do not have access to e-mail, mail your cover letter and resumé to:

Recruitment Coordinator

DCAS/Human Resources Office

1 Centre Street, 17th Floor North

New York, N.Y. 10007

PLEASE SUBMIT ONLY ONCE USING ONE OF THE ABOVE METHODS.

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at WBecker@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).			

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The Industrial-Organizational Psychologist (TIP) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of \$113.00 for less than 200 words or \$134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumé may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office**, graphics@siop.org, (419) 353-0032.

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Inside 1st page	\$715	\$510	7-1/4"	x	4-1/4"
Inside 2nd page	\$695	\$480	7-1/4"	x	4-1/4"
Inside back cover	\$695	\$480	7-1/4"	x	4-1/4"
Back cover	\$740	\$535	8-1/2"	x	5-1/2"
Back cover 4-color	\$1,420	\$1,215	8-1/2"	x	5-1/2"

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Display ads are due into the SIOP Administrative Office around January 15. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

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